

**BY ORDER OF THE COMMANDER
AIR EDUCATION AND TRAINING
COMMAND**



**AIR EDUCATION AND TRAINING
COMMAND INSTRUCTION 36-2215**

9 SEPTEMBER 2010

Incorporating Change 1, 18 JUNE 2012

Personnel

**TECHNICAL AND BASIC MILITARY
TRAINING ADMINISTRATION**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

ACCESSIBILITY: Publications and forms are available on the e-Publishing website at www.e-publishing.af.mil for downloading or ordering.

RELEASABILITY: There are no releasability restrictions on this publication.

OPR: HQ AETC/A3PV

Certified by: HQ AETC/A3P
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Supersedes: AETCI 36-2215, 22 April
2003

Pages: 235

*This instruction in combination with AFI 36-2201 implements AFRPD 36-26, *Total Force Development*, and establishes requirements for administering technical and basic military training in Air Education and Training Command (AETC). It applies to AETC units responsible for the management or operation of formal training courses that contribute to the enlisted trained personnel requirements (TPR). It does not apply to units under 19 AF. This publication applies to the Air Reserve Component (ARC) which includes the Air National Guard (ANG) and Air Force Reserve Command (AFRC). The Inter-American Air Force's Academy (IAAFA) and Defense Language Institute English Language Center (DLIELC), as a unique subset of the international community, have separate training administration processes and are not subject to specific guidelines of this instruction nor to the use of the Technical Training Management System (TTMS) for the student management functions.

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****SUMMARY OF CHANGES***

Removes AJ11 as reclassification Training Requestor Quota Identifier (TRQI) code and reverts it back to AJ10 to align with existing practice; **Note:** AJ11 was never implemented as a reclassification code (para 3.2.1.3, Table 3.4, para 10.2.6, Table 18.2, para 18.10.5.2.3.1, Attachment 1, Attachment 3); deletes A1LP, A2LP as TRQI exceptions for PJ/CRO (Table 3.4); adds responsibility for approving AETC Forms 125, 125A and administrative actions as a TRG/CC responsibility and lists it under TRS/CC as a delegated responsibility to ensure understanding of the flow of authority on elimination/reclassification decisions (Table 4.1, Table 4.6); permits some 982 TRG unique role-sharing between 982 TRG schedulers and TMs (Table 4.2); changes AETC/A3PV to AETC/A3PZ on OPR for inside 30 day window waivers to align with AETCI 36-2203 (Table 4.8); tasks TRSs to send the Student Accounting and Attendance Report to the registrar in 7 days for resident courses (Table 4.6. and para 13.1.3); moves recording training deficiencies from Instructor Supervisor to Training Manager (Tables 4.8, 4.9); creates responsibilities for early identification of MX-20 student's country to determine if any disclosure issues exist for the course (Tables 4.8, 4.9, 4.14); adds table to outline training administration compliance guidelines for the 937 TRG at METC (Table 4.18); adds an omitted "2" to correct office symbol to 2 AF/TTOC (Para 7.1); changes Student Entry Completion Form to Force Gain Completion Table and corrects references (11.1.4, 11.3.1, Attachment 10); adds exception statement for downtime from weather or unplanned emergencies that allows for extending graduation date in some situations (para 12.3.3); deletes a phrase under ineffective guidance that causes confusion and added no value while clarifying intent (para 12.4.2); clarifies washback and ineffective guidance (para 12.6.3. and Table 12.7); explains the use of a recall in lieu of washback or elimination for initial skills pipelines when washback is cost prohibitive due to MRTP costs (para 12.17.11.3); clarifies that the 381 TRG Commander is the approval authority for second reclassification (Table 12.12, Table 12.16); corrects TRG/CC to TRF/CC or chief for the typical recommending authority for an elimination/withdrawal action (Table 12.14); updates guidance on Guard student eliminations (Table 12.16); deletes a "seal record" statement in reference to student training reports that did not reflect realistic registrar business practices (Table 12.22); corrects statement about SAT guidelines (para 12.21.2, Table 12.33); clarifies that a military assessment is not required for sister service NPS students (para 13.1.1.2); adds a part person rule to DG guidance that covers when to allow rewarding one person DG when conducting small classes (Para 13.3.3.2); changes office of coordination to validate Type 6

requirements (18.13.1.1 and Table 19.13); changes interservice responsibilities from A3I to A3T (Table 19.1 and Table 19.9); adds 2 AF/TTOC-P roles related to sister service suballocation (Table 19.17); clarifies that 3-day rule applies to approving AETC Form 125A regardless of command level approving (Table 25.8); deletes the discharge code for homosexual and exceeding body fat measurement (Attachment 6); adds requirement to include fitness assessment feedback as part of Military Certification comments in TTMS (Attachment 8); updates AETC Form 125A exhibits to include copies of other pertinent documentation supporting disciplinary initiatives/actions (e.g. LOR, Article 15, etc.) (Attachment 12, Table A12.2); adjusts Programmed Elimination Rate to include Disqualifications and Recalls (Attachment 21); adds Attachment 27 for 2 AF Program Managers to gather required information for sister service suballocation and corrects several incorrect references throughout. A margin bar (|) indicates newly revised material.

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Section A—Student Management Process Overview.

1. Purpose.

1.1. Sections A, B and C establish requirements for student training management. They provide guidance for entering students into training according to the planned schedules; consistent administration of student actions, from arrival through entry, graduation, and departure; and collecting, processing, and managing student accounting data to ensure all wings/groups report data consistently.

1.2. Ensure all AETC courses are entered in the Technical Training Management System (TTMS) (to include courses not yet activated in the Training Planning System (TPS)). Where operational, use the TTMS for unclassified course student training administration functions, data entry for all types of training, and automated products to include record certification, and other technological advancements upon implementation. Build a shell in TTMS to track basic student accounting for classified courses. For courses containing classified information, enter all unclassified course information necessary to complete adequate student accounting when developing courses in the TTMS course design and development database. Locally developed automated information systems will not duplicate the functionality of TTMS and TPS. **Exception:** 737 TRG has limited TTMS functionality and will use TTMS as delineated in Section B, ***Processing and Classifying NPS Enlistees***. Section C, ***Processing and Administering Technical Training Students***, applies to all Technical Training courses with specified exceptions.

1.2.1. Where TTMS reports replace or are used instead of AETC forms prescribed in this instruction, the intent is not for TTMS reports to exactly mirror the AETC forms. The AETC form has many of the same data elements and serves to record required training administration data where/when TTMS is not available for use. The intent of the TTMS report is to output the required training administration data and this TTMS report will not be in the same order as the prescribed AETC Form. (Examples: AETC Form 156, *Student Training Report*, serves as a backup to the TTMS Student Training Report; AETC Form 325, *Student Account and Attendance Record*, serves as a backup to the TTMS Student Accounting and Attendance Record).

1.3. Enter all changes to student data in TTMS within 24 hours (1 duty day) of receipt or knowledge of the change action. The person responsible for a particular function of training management enters into TTMS all daily transactional data associated with completing the job function. Centralized data entry points are not authorized. **Exception:** 319 TRS/DPD updates Basic Military Training (BMT) student status code changes only.

1.4. The results of executing training planning and programming are analyzed through management reports available in the AETC Decision Support System (ADSS). The command's system tool to support management decisions for future planning. The ADSS collects a weekly snapshot from TPS and TTMS, analyzes the data, and produces historical metrics and resource modeling and training forecasts. AETC uses this data for production and financial decisions; timeliness is essential (See Section F).

2. Process.

2.1. The basic training management process involves the following steps (See Attachment 2 for a flow diagram of this process).

2.1.1. The results of the training programming process are reflected in training schedules in TPS. Finalized schedules flow from TPS to Oracle Training Administrator (OTA) and TTMS.

2.1.2. The role of training requester in the technical training (TT) process is outlined below.

2.1.2.1. Training Requester Quota Identifiers (TRQIs) are assigned to identify training customers to include major commands (MAJCOMs), Field Operating Authority (FOAs), and Direct Reporting Units (DRUs) responsible for personnel training accountability. See Attachment 3 for a very basic list of TRQIs.

Table 2.1. Function of the Training Requester Quota Identifier (TRQI).

		The TRQI is a four-character communication code used to
1	Convey	Annual or supplemental training requirements.
2	Allocate	Class seats reserved for a specific program user at their request.
3	Confirm	Allocations (affirm that the allocation will be used.)
4	Track	Student training.

2.1.2.2. TRQI managers authorize training and associated funding through Training Line Numbers (TLNs).

2.1.2.3. TRQI managers identify training requirements (needs) by their unique TRQI. The plan to satisfy those training requirements is allocations or class seat reservations in the training schedules. When the TRQI manager identifies a student to fill a class allocation (seat), the student is suballocated in OTA; that is, the student's name is noted in OTA with a TLN. This OTA information flows to TTMS and is visible on the TTMS Upfront Forecast Start/Graduation Roster and the TTMS Student Management Class Start/Graduate Roster. **Exception:** New Active Duty Air Force (ADAF) enlistees are suballocated at BMT.

2.1.2.4. All students must have TLNs prior to obtaining training. Accurate identification and recording of TLNs or information leading to assignment of TLNs is essential for students to receive credit for their training and reimbursement for their travel as well as reimbursement to the training school for training costs. **Exception:** Some Advanced Distributed Learning Service (ADLS) and non-TDY FTD Type 4 course completions will receive TLNs after-the-fact.

2.1.2.5. If the TRQI manager sends a student to training without timely creation of the TLN in OTA, that student may appear for training without the name and associated information on the TTMS Upfront Forecast Start/Graduation Roster and the TTMS Student Management Class Start/Graduate Roster. If a substitution was incorrectly made in OTA, the student who appears for training may not be the student associated with the TLN in OTA and on the TTMS rosters. This exception must be

addressed as the student is in-processed or entered in training. It may require a TTMS Force Gain action. **Note:** Force gains are discussed in Para 11.3.

2.1.3. Military Training Leaders (MTLs) document student training actions and statuses in TTMS for initial skills students arriving from BMT – ADAF, ANG, and AFRC (Tables 4.10, 10.1, 10.2, 12.23, and 12.36). Training instructors document student training actions and statuses in TTMS for all other students.

2.1.4. Training management personnel: TMs, Training Flight Chiefs (TRF/CCs), Training Squadron Commanders (TRS/CCs), and Training Group Commanders (TRG/CCs) review automated TTMS and OTA products to manage students and student flow issues.

2.1.5. The Registrar Section reviews and validates training actions and associated documentation (See summary of documentation at Attachment 4). TMs coordinate force gain actions with the Registrar Section prior to entry.

3.Types of Students Under Typical Programs.

3.1. **BMT Students.** Recent active duty AF accessions as well as ARC (Air Reserve Component, includes both ANG and AFRC students) without prior military experience. Also includes members who may have attended, but did not complete Air Force or sister-service basic military training. These students are identified with their unique TRQIs, referred to as Trained Personnel Requirements (TPR) producing TRQIs (see Table 3.4). This indicates their role in contributing to the ADAF initial skills production.

3.2. ADAF TPR.

*3.2.1. **AF Initial Skills Training (IST) Students.** These are ADAF students enrolled in TT courses, either prerequisite or follow-on. Typically, the final course in the training pipeline awards their Air Force Specialty Code (AFSC).

3.2.1.1. **Enlisted Students.** Enlisted students in IST (prerequisite or follow-on through AFSC-awarding courses) may be nonprior service (NPS), prior service (PS) or retrainees (RET). NPS students typically arrive in groups from BMT on Mondays and are in-processed at gaining TT units. They are considered in a pipeline status until awarded the AFSC and assigned and arrived at their first permanent duty station (PDS). NPS students may attend prerequisite training at one location and flow to follow-on training at another location on any day. **Note:** ANG and AFRC NPS students do not contribute to the ADAF TPR but they will arrive from BMT with the ADAF NPS students.

Table 3.1. Explanation of Categories of Enlisted IST.

	Student Type	Explanation
1	NPS	An enlistee who has no previous military service or who has not completed initial training in any branch of the U.S. military, as evidenced by no specialty recorded on the DD Form 214, Certificate of Release or Discharge from Active Duty, Block 11, Primary Specialty.
2	PS	An enlistee who enters the military with previous military service that includes completion of initial training in any branch of the U.S. military, as

	Student Type	Explanation
		evidenced by a specialty recorded on the DD Form 214, Certificate of Release or Discharge from Active Duty, Block 11, Primary Specialty.
3	RET	Current AF enlisted members authorized to retrain into a new AFSC.

3.2.1.2. **Officer Students.** In IST (prerequisite or follow-on through AFSC-awarding courses), these students may be new accessions or crossflows.

Table 3.2. Explanation Categories of Officer IST.

	Student Type	Explanation
1	Accession	Have either no prior military service or no prior military service as an officer, newly accessed into the AF officer corps through accession sources (AFA, ROTC, OTS).
2	Crossflow	Current AF officers with an awarded AFSC retraining into a different AFSC.

Table 3.3. Officer Accessions Categorized by their Accession Source.

	Accession Source	Typical Availability for TT Scheduling
1	Air Force Academy (AFA)	The summer months
2	Reserve Officer Training Corps (ROTC)	After commissioning and ASBC, typically available Sep-Dec and Mar-Jun
3	Officer Training School (OTS)	After commissioning and ASBC, available all year long
4	Direct Commission	Medical Service Corps (MSC), Nurse Corps (NC), Biomedical Services Corps (BSC), Dental Corps (DC) and Medical Corps (MC). Officer initial skills AFSC-awarding courses include the Health Service Administrator Course at Sheppard AFB, Perioperative Nurse, Nurse Anesthetist, nurse midwife, etc.

3.2.1.2.1. OTS accessions may be college graduates who did not attend a military academy or ROTC or former enlisted military members.

*3.2.1.3. **Reclassified (Reclass) Students.** These are current AF members (typically NPS), recently eliminated from a TT IST course, being scheduled for a new AFSC training program. These students use the AJ10 TRQI code for the NPS category when entering a new pipeline at the course of initial entry (COIE). If an NPS student is enrolled in the second/subsequent course of an AFSC pipeline, that student is assigned a TRQI code of AJ30 (see Table 3.4).

3.2.1.4. **Exception for Pararescue (PJ) and Combat Control (CCT) Students.** ADAF students in the PJ/CCT (1C2X1/1T2X1) pipeline courses (other than the COIE) are scheduled as A1LP if they are enlisted and A2LP if they are officer students.

3.2.1.5. **Exception for 8B and 8R Students.** ADAF RETs are under the AJ50 TRQI.

***Table 3.4. Summary of ADAF TPR Producing TRQIs.**

	Student Category	Student Sub Category	COIE	Subsequent Course	Exceptions
*1	Enlisted	NPS	AJ10	AJ30	
*2		PS	AJ1K	AJ1K	
*3		Ret	AJ1J, AMD0	AJ3J	AJ50 (8B/8R) AJ3J (8M)
*4		Reclassified NPS	AJ10	AJ30	
*5	Officer	Accession	AM10	AM10	
*6		Crossflow	AM11	AM11	

3.3. Total Force Students. These are ADAF students in IST and ANG and AFRC in Initial Active Duty Training (IADT).

3.3.1. ANG Students: (CC10 most common TRQI for ANG students).

3.3.1.1. NPS ANG Students will always attend IADT in active duty status per U.S.C. Title 10. This status affords the TRS/CC full administrative control (ADCON) and operational control (OPCON), with the exception that the TRS/CC will not have MilPDS (military personnel data system) access, and cannot discharge an ANG Student*. All MilPDS documents must be requested from and provided to the ANG Training Liaison. When ANG students are eliminated from training, they are returned to their ANG unit for reclassification or for discharge from both their state and federal enlistment. All documents to justify and support discharge are routed to the ANG discharge authority through the liaison.

* For courts martial where the convening authority determines an “other than honorable” discharge is warranted, incarceration must be included in the sentence to cause a transfer from the ANG (AG file) to the RegAF (AA file) through AFPC. Once in the AA file, the courts martial authority now has full OPCON and ADCON, to include MilPDS, and the student may be discharged by the courts martial authority, as with any other ADAF student.

3.3.1.2. PS ANG students must attend Initial Skills Training (IST) in a military status. Undergraduate Pilot Training (UPT), and Professional Military Education (PME) students must attend in Title 10 status. ADCON and OPCON are in accordance with AF doctrine. Administrative and punitive sanctions are available to the TRS/CC in coordination with the ANG Training Liaison. Administrative sanctions are available to the TRS/CC and punitive sanctions may be coordinated with the ANG unit commander, through the ANG Training Liaison. If a criminal act is committed by ANG PS student, on or off base, the student must be treated the same as a civilian.

3.3.1.3. ANG Training Liaison Contact Information. All formal courses are assigned a technical training liaison, who acts as the focal point on all training issues. Liaison scope of responsibility is determined by the ANG Liaison Superintendent.

3.3.2. AFRC Students.

3.3.2.1. TRQI: RR10 for RES NPS, RES PS and RES IMA; A0M0 for AFRC civilian students, Active Guard Reserve (AGR) or Air Reserve Technician (ARTs) attending in civilian status.

3.3.2.2. NPS AFRC Students attend IST in active duty status per U.S.C. Title 10. TRS/CCs have full ADCON and OPCON to include separation authority, with the exception that the TRS/CC does not have access to MilPDS documents. All MilPDS documents must be requested from and provided to the AFRC Training Liaison. When AFRC students are eliminated from training, they are reclassified in-place through the Liaison. In those cases when an AFRC student is not recommended for further training, the TRS/CC must process the student for entry-level separation, and provide the AF Form 100, *Request and Authorization for Separation*, to the Liaison as soon as possible, if not on the same day of separation. Where discipline is administered in conjunction with a separation, advanced notification of monetary forfeiture awards must be provided to ensure funds are available on the date of separation.

3.3.2.3. PS AFRC Students attend IST in civilian, air reserve technician (ART), or active duty status. **Note:** With some exceptions, an ART may attend IST in either civilian or in active duty military status. When an AFRC student attends school in active duty status it is per U.S.C. Title 10. OPCON and ADCON may be shared between both the TRS/CC and the PDS/CC. In all cases where discipline is justified and necessary for the good order of the Air Force, the AFRC Training Liaison must be contacted to verify the student's status and category, and to establish coordination between commanders to determine the best course of action. AFRC civilians are not subject to the UCMJ but the TRS/CC does have administrative options. If a criminal act is committed by a civilian-status, AFRC PS student (on or off base), the student must be treated the same as any other civilian. An ART student may attend training in civilian status and still wear the military uniform. Schoolhouse personnel complete the AETC Form 125A, *Record of Administrative Training Action* on prior service AFRC students eliminated from training and they are returned to their PDS.

3.4. **Other Initial Skills Students.** These students are scheduled under the TRQI that requested the training. They may include other service students, international students, civilians and contractors.

3.5. **Mission Readiness Training Program (MRTP).** The MRTP funds a variety of training courses typically excluding initial skills courses, Type 6, and medical courses (check with AETC/FMAM and AFI 36-2616, *Trained Personnel Requirements*, for a complete description of the program and for exceptions). While the TRQI is important for MRTP courses, the quota type (refer to Table 3.5) is also important as it identifies the type of funding.

3.5.1. ANG students attend MRTP in PS status only.

3.5.2. AFRC students attend MRTP in NPS or PS status and may travel as a unit reserve member on active duty orders, as an ART, in either military or civilian status or as an IMA. MRTP does not fund AFRC students in TRQI RR10 or R310. Track AFRC civilians against TRQI A0M0.

3.6. **Permanent Party Students.** These may be officer, enlisted, or civilian attending training on the base to which they are permanently assigned. The TRQI is determined by the unit assigned.

3.7. **Other Service Students.** These are active duty military personnel assigned to services other than the AF: U S Army (USA), U S Navy (USN), U S Marine Corps (USMC), or U S Coast Guard (USCG).

3.8. **International Students.** These are identified by TRQI MX20. They may be enlisted, officer, or civilian students. The MILSTATs for international students: foreign military student (MILSTAT – F), foreign civilian student (MILSTAT – T).

3.9. **Contractor Students.** As a subset of civilian students, the quota type for a contractor student is CN. Special requirements exist for contractors. Do not force gain contractors, as they must obtain TLNs on the front end. See other requirements under the ETCA Procedures tab, Section E, table 5.2.

3.10. **Further Categories of Students.** Students are also categorized by their quota type, military status code, and travel status code. Each of these categories provides essential information present in the student's training record that comes from OTA to TTMS. In addition, when students have no TTMS record from OTA, this information is required to force gain (discussed in 11.3.) students into training to create a TLN in OTA.

3.11.1. **Quota Types.** Two-character codes indicate the student's duty status and the travel funding status.

Table 3.5. MRTP Student Training Quotas.

	Active Duty Status	Travel Funding Status	Priority Ranking	MRTP Users	Other Notes
1	A – Airman	T - AETC-Funded	Level 1: Allocation Types AT/OT/CT	Air Force Directed and MAJCOMs, DRUs, and FOAs	N/A
2	O – Officer	P – Unit funded or permanent party = no funds	Level 2: Allocation Types – AP/OP/CP	MAJCOMs, DRUs, and FOAs	P may be used if student is co-located with school location
3	C – Civilian	N – Non-TDY or Guard or Reserve funded request	N/A: Allocation Types – AN/ON/CN	Non-Air Force Users	N also used for NPS pipeline students and Permanent Change of Station (PCS) length courses (20 weeks or longer) or non-active duty Air Force users; N is used with C for contractor quotas

3.11.2. **Military Status Codes (MILSTATs).** These one character codes indicate the student's military branch and category.

Table 3.6. Military Status Codes.

1	A – Active AF Officer	I – Marine Civilian	R – AF Reserve Officer
2	B – Active AF Enlisted	J – Army Officer	S – AF Reserve Enlisted
3	C – Air Force Civilian	K – Army Enlisted	T – Foreign Civilian Student
4	D – Navy Officer	L – Army Civilian	U – Navy Civilian
5	E – Navy Enlisted	M – ANG Enlisted	W – DoD Civilian
6	F – Foreign Military Student	N – ANG Officer	Z – Other, Contractor
7	G – Marine Officer	O – Coast Guard Officer	
8	H – Marine Enlisted	P – Coast Guard Enlisted	

3.11.2.1. Military Status Codes may be organized in OTA (MILPDS) into external and internal tables.

Table 3.7. External/Internal Military Status Groupings.

1	Student Type	Military Status Code Equals
2	External Non-Foreign	C, D, E, G, H, I, J, K, L, O, P, U, W, or Z
3	External Foreign	F or T
4	MilPDS Internal	A, B, M, N, R, or S

3.11.2.2. When matching MilPDS Internal student records, only include those personnel contained on the Active Airman, or Officer, ANG Airman or Officer, AFRC Airman or Officer file types.

3.11.3. **Military Status for Civilian Students.** These are civilian employees of any government agency, for example, AF (MILSTAT – C), ANG (MILSTAT – Z), AFRC (MILSTAT – Z), USA (MILSTAT – L), USN (MILSTAT – U), USMC (MILSTAT – I), or USCG (MILSTAT – Z), DoD {(Department of Defense); MILSTAT – W}, DoE {(Department of Energy); MILSTAT – Z}, DHS {(Department of Homeland Security); MILSTAT – Z}.

3.11.4. **Travel Status Codes.** These one digit codes indicate the student's funded travel status.

Table 3.8. Travel Status Codes (Actual and Directed).

0	Non USAF active duty military/civilian
1	Temporary duty (TDY) and return
2	Permanent change of station (PCS) without permanent change of assignment (PCA)
3	PCS with TDY enroute as declared
4	PCS with PCA
5	TDY pending further orders
6	PCA without PCS
7	Permanent party attending course on base assigned
8	TDY to consecutive training locations and return
9	Unspecified
A	TDY – User funded
B	Training in association with a PCS assignment

4. Roles and Responsibilities. The purpose of the tables below and Attachment 5 is to provide a summary of specific responsibilities of organizations (TRWs/TRGs, TRS) and primary roles (System-Related, TMs, Instructors/ISs, MTLs etc.). The tables outline major responsibilities, but do not capture all responsibilities. Other guidance/direction in this instruction may imply additional responsibilities.

***Table 4.1. Training Wing (TRW)/Group (TRG) Responsibilities (to include 737 TRG).**

	Category	TRW/TRG Duties
1	TTMS	Monitor efficiency and effectiveness of resident and nonresident student accounting procedures.
		Monitor SATs, SOTs, and Ineffective in Training (IITs) to track student delays.
		1 Intervene when management action can facilitate student movement.
		2 Distinguish between initial entry SATs (SATs in the first course in the pipeline) and follow-on SATs (SATs in subsequent courses).
		Ensure all courses are either activated in TTMS Student Management or being developed in TTMS Course Design and Development.
		Notify the servicing TTMS Customer Support when a TTMS user no longer requires access (PCS, PCA, duty position change, etc)
2	TPS	Monitor to ensure all courses in TPS are also implemented in TTMS.
3	ADSS	Monitor initial skills production; identify and track significant deviations.
4	Communication	Establish reporting instructions for students graduating from BMT during the Dec/Jan holiday break.
		Report all submitted and approved organizational changes that impact the hierarchy within TTMS and related TT systems to HQ AETC/A3P to plan for and make necessary parallel TT system changes.
5	Appointment	Appoint a TTMS TRW or TRG level POC.
		Appoint TRG and/or TRS Registrar Focal Points (RFPs).
		Appoint a Personnel Reliability Program (PRP) monitor, as required.
*6	Approval	Delegate responsibility of military information for force gain actions from Registrar and/or Training Manager in some circumstances. Delegation to role outside registrar or TM requires 2 AF/TTOC approval.
		AETC Forms 125, 125A, Student Administrative Actions; may delegate responsibility no lower than TRS/CC or equivalent. When the command authority is not on-station because of leave or TDY, the official on G-Series orders may approve the AETC Form 125A.
7	Metrics	Monitor established metrics to validate effectiveness and efficiency of training procedures. (see Section F)
		Track the number of AF student separation packages submitted, the number finalized, and the number returned from JAG for insufficient cause.
		Forward to 2 AF/TTOC Det 1 monthly (Eaker Center –as applicable due to low student flow).
8	Distinguished Graduates	Establish a distinguished graduate program.
9	TTMS/OTA	Within two duty days, initiate resolution of all “hard” TTMS/OTA rejects that prevent a terminal status code match between TTMS and OTA student records. Rejects should be resolved within ten duty days, unless pending answers/actions from formal requests to AETC, TTMS contractor and/or OTA.
		Monitor and resolve course and class flow problems impacting the TTMS/OTA interface.
		Establish responsibility to complete “needs military information” area in TTMS for force gain actions. Actions include ensuring:

	Category	TRW/TRG Duties
		1 TTMS name and MILSTAT information match OTA
		2 All fields are complete and accurate.

***Table 4.2. 982 TRG Unique Responsibilities (applies in addition to Table 4**

	Category	Duties
1	Training	Manage all field training detachment Type 4 multiphase training student actions including class entry, status reporting, disenrollment, and graduation.
*2	AFSC Awarding and Type 4 Courses	982 TRG will determine location of scheduling responsibilities between Training Managers and the 982 TRG Scheduling Office. TMs will establish and maintain capacity assessments and develop/coordinate initial schedules and significant changes for AFSC awarding courses with the prerequisite course TMs and the applicable detachment(s). The Scheduling Office personnel will serve as alternate training managers for programming in TPS, OTA, TTMS, and performing day-to-day tasks in EIS and Type 4 training. Activate and ensure training is updated in TTMS
3	Multiphase Training Schedules	Notify the appropriate training detachments of multiphase training schedules.

Table 4.3. Registrar Responsibilities.

	Category	Registrar - Duties
1	TTMS	Monitor for Incorrect status codes and overdue student transactions; notify TRGs. Reject/error data; report or reconcile errors as appropriate:
		1 Monitor TTMS Upfront Reject Cube.
		2 TTMS to OTA Rejects; TPS to TTMS Rejects; ADLS to TTMS Rejects; report or reconcile errors as appropriate.
		3 Within two duty days, initiate steps to resolve all “hard” TTMS/OTA rejects that prevent a terminal status code match between TTMS and OTA student records. Rejects should be resolved within ten duty days, unless pending answers/actions from formal requests to AETC, TTMS contractor and/or OTA.
		4 Coordinate resolution actions with appropriate personnel (TM, Registrar Focal Point (RFP)/Designated Group Representative (DGR)).
		5 Follow up to ensure errors are resolved within ten duty days.
		6 Contact AETC/A3PZ (TTMS interface POC) for assistance.
		Accurate, timely, complete and appropriately signed TTMS Student Training (ST) Reports.

	Category	Registrar - Duties
		Students not in training to include reclassification actions.
		Enter elimination codes of elimination students.
2	OTA	Sub-allocate students (AJ30) into follow-on courses with a max of seven training days between graduation and follow-on Class Start Date (CSD) (if feasible).
		Change quota types for S-TLNs.
		Delete "S- Training Line Numbers" as necessary.
		Check OTA to verify force gain name and milstat information or delegate function.
		Change names for non-AF and International Military Students (IMs). Note: AFSAT changes names for non-AF International Military Students (IMs) before CSD in most cases.
3	Student Accounting	Review student accounting actions to ensure Training Squadrons (TRs) and TRGs appropriately manage student accounting actions from arrival, through training and departure.
		Stress consistency, accuracy, completeness, timeliness, and integrity.
4	Coordination	Students not in training With the military personnel flight (FSS) and TRs.
		Eliminated international students who wish to continue in training With Air Force Security Assistance Training (AFSAT) approval (work with the local IMsO)
		Lodging requirements:
		1 Annually provide to the Lodging Manager class schedules of all TDY-to-School (TTS) students IAW AFI 34-246, <i>Air Force Lodging Program</i> to allow proper forecasting of billeting needs.
		2 Provide student lists with the funding source (quota type) to make certain TTS students are billeted on base.
5	Training	Provide training and guidance for:
		1 Force gain actions and validation of OTA information.
		2 Accurate status code election.
		3 Timeline restrictions.
		4 Registrar Focal Points (RFPs)
6	Staff Assistance	Use to reinforce training, validate procedures and identify/resolve student data management problems.
		Present recommendations, if appropriate, to TRGs, TRs, and assigned personnel.

	Category	Registrar - Duties
7	Validation and Storage For Other Agency/Service Graduation Reports or Records	When AF members take training in courses that are other service/agency led and owned and the other service/agency stores graduation/report card records and/or reports (whether digital or hard copy) that minimally match the AF Record Disposition Schedule, there is no requirement for registrars to maintain parallel AF or AETC records and reports in long term storage. Use digital or hard copies of the other service/agency graduation and elimination records/reports to verify training completion or elimination before entering terminal events in TTMS. Minimally, enter enough training data in TTMS to support AF and AETC's data production requirements (i.e., entry and terminal event: graduation, withdrawal, elimination, recall). In addition, when AF personnel contact registrars for official verification of training that was conducted in other service/agency led and owned training, direct requestors to the appropriate other service/agency institution to verify the training. Exception: Schoolhouses are still responsible for completing AETC Form 125A on students eliminated from other service/agency led schools and registrars will continue to maintain AETC Form 125As to comply with the AF record disposition schedule.
8	Metrics	<p>Compile and provide metrics to report trends.</p> <p>Monitor student in and out of training data for anomalies and trends.</p>
9	Quality Control	<p>Force-Gains</p> <p>Student Status Changes</p> <p>Center-Generated Classes</p>
10	Special Projects	<p>Analyze data and provide interpretation to requester, as able.</p> <p>Provide data, as required to AETC, 2 AF, and Air Force Personnel Center (AFPC).</p>
11	Audit	<p>Review and compare TTMS, Upfront and OTA data, rosters and reports.</p> <p>Within 10 duty days of graduation, identify where terminal status codes for students do not match in TTMS and OTA; inform TRS of discrepancies, suspense RFPs/DGRs for correction within 5 duty days, and follow up to ensure resolution.</p> <p>Identify inaccurate student transactions to TRSs for required corrective action.</p>
12	Records	<p>Forward electronically unsigned copies of TTMS ST Reports to the base education and training managers or phase II course supervisors. Exception: Other service/agency led and owned training that accomplishes AF IST.</p> <p>Provide appropriate verification memorandums.</p> <p>Use the Registrar's seal embosser to authenticate training completion/elimination and other student training information. (Note: With respect to eliminations, the seal embosser is only used for AETC Form 125As faxed from GSUs)</p> <p>Maintain seal embosser securely and establish tracking system.</p>

	Category	Registrar - Duties
		Maintain integrity of student training records.

Table 4.4. TT Systems - CCB, Program and Functional Manager Responsibilities

	Category	TT Systems - Duties
1	TTMS CCB	AETC/A3P presides over the CCB for TTMS:
		TTMS CCB chairperson functional manager
		Final decision maker on TTMS change requests and configuration priorities
		Designates representative to conduct CCB
		Held on calendar dates in February, August at a minimum; however, CCB chair can request additional CCBs as required
2	Functional Management - TTMS	AETC/A3PZ manages functional process improvement initiatives
		1 Designated branch to conduct CCB
		2 Command liaison link between CCB Chairperson and TTMS PMO
		3 Serves as POC for customer feedback and issues related for TTMS website functionality and data collection processes.
		4 Reviews users requirements to support current and future system initiatives
		5 Sets up and schedules Integrated Product Teams (IPTs)
		6 Develop, publish, and distribute formal CCB documents such as charters, agenda, meeting minutes, etc.
		7 Coordinate on technical solution requirements
		8 Disseminates release notes on data fixes and new software implementation
		9 Analyzes user feedback with PMO input and advises the chair on recommended priority and criticality of TTMS change requests
		10 Information link between users and TTMS Functional Manager and TTMS PMO
		11 Resolves any network issues through coordination with TTMS PMO, system developers, and AETC CSS
3	Program Management - TPS and ETCA	AETC/A3PZ
		1 Performs sustainment acquisition management for TPS and ETCA
		2 Completes system certification processes through coordination with AETC/A6
4	System Integration	Provides a central communication interface between the primary functional users of AETC-owned systems and technical system personnel (AETC/A5RI, AETC/A6)
		Research, propose and advocate new technologies and software applications to support and improve AETC business processes
		Performs as business process owner (BPO) for learning management system

	Category	TT Systems - Duties	
5	ADSS Functional Manager - AETC/A3PS	AETC lead.	
		1	Report development of data pulled from ADSS computer system providing data for periodic requests from AF/AETC agencies for their reports/magazines.
		2	System tester for all ADSS software releases (Technical Training).
		3	Analyst for Technical Training providing statistical reports to all echelons of AF.
		4	Analyze, review and publish monthly Technical Training Production Analysis – Forecast (TTPA-F).
		5	Extract data from ADSS for annual Programmed Elimination Rates (PER) for incorporation into Program Technical Training (PTT).
		6	Provide support for A3P Metrics and Balanced Scorecard initiatives.
		Manages and prioritizes ADSS Change Requests (CR) for ADSS CCB.	
		AETC Technical Training Focal Point.	
		1	For all ADSS TT CRs for initial approval and submission.
		2	To ADSS when other Air Force and AETC IT Systems have changes that may affect the configuration and operations of ADSS.
		3	For ADSS Reference Table Administration Application (RTAA) software application.
		4	For the verification of all ADSS business rules associated with ADSS TT formulas/calculations.
6	System Integration	Provides a central communication interface between the primary functional users of AETC-owned systems and technical system personnel (AETC/A5RI, AETC/A6).	
		Research, propose and advocate new technologies and software applications to support and improve AETC business processes.	
		Performs as business process owner (BPO) for learning management system.	

Table 4.5. TRW/TRG TTMS POCs Responsibilities.

	Category	Duties
1	TTMS	Focal point for all TTMS issues.
		Hold TTMS Site Integration and Implementation Team (SIIT) meetings at least on a quarterly basis (March, June, September, December).
		1 Invite AETC TTMS Functional Manager (FM), TTMS Program Manager (PM), and TTMS customer support and TRG representatives.
		2 Write SIIT minutes for posting to the TTMS webpage.
		3 Advise TRS representatives to brief their TRS/CCs on current issues.
		Review user suggestions to TTMS inbox, filter and organize.
		Coordinate on major software updates, interface releases, business process adjustments, and policy changes.
		Represent base TTMS issues at TTMS Configuration Control Board (CCB) meetings and advise TTMS Functional Manager (FM) and the CCB chair concerning problems/recommended solutions.
		Assist in the establishment of Integrated Product Teams (IPTs) in support of specific TTMS phases.

***Table 4.6. Training Squadron (TRS) Responsibilities.**

	Category	TRS - Duties
1	TTMS	Effectively monitor and manage students out of training and facilitate the prompt resolution of student delays (SATs, SOTs, IIT, Washbacks, Elimination/Reclass actions, medical holds, disciplinary holds, and so forth).
		1 Monitor SATs, SOTs, and IIT rosters to track student delays.
		2 Intervene when management action can facilitate student movement.
		3 Distinguish between initial entry SATs (SATs in the first course in the pipeline) and follow-on SATs (SATs in subsequent courses.)
		4 Ensure timely coordination with AETC/FMAM all pipeline and TDY en route to PCS student delays potentially of 7 training days or more. AETC/FMAM works jointly with the 2 AF/TTOC on MRT issues.
		5 Ensure coordination with Guard and Reserve training liaisons when delays impact their personnel.
		Monitor efficiency and effectiveness of resident and nonresident student accounting procedures.
		Monitor to ensure
		1 On base training data/status updates are entered into TTMS within 24 hours (one duty day).
		2 Off base training data/status updates are reported within 24 hours (one duty day) and recorded within 24 hours of receipt or knowledge of the

	Category	TRS - Duties
		action.
		Ensure all courses are either activated in TTMS Student Management or being developed in TTMS Course Design and Development.
		Ensure TRS representation at all TTMS SIIT meetings.
		Monitor and ensure resolution of TTMS/TPS, TTMS/OTA rejects and associated trends.
2	Appoint	TTMS TRS level POC.
		Primary and alternate RFPs and maintain a current list of appointees.
		TRS SOTs monitors and provide names to Registrar Section.
*3	Approve	Washbacks.
		AETC Forms 125, 125A, Student Administrative Actions only when delegated by TRW or TRG/CC. When the TRS/CC is not on-station because of leave or TDY, the official on G-Series orders may approve the AETC Form 125A.
4	Interview	Students eligible for student initiated eliminations.
		May delegate this responsibility but must document delegation.
*5	Training Documentation	Within seven duty days from of terminal status code entry, process and deliver ST Reports to the Registrar. (13.1.1.4.)
		Within seven duty days of terminal status code entry, process and deliver the Student Accounting and Attendance Report to the Registrar (Para 13.1.3)
		Within three duty days finalize and forward AETC Forms 125A. (Table 12.22.)
6	Metrics	Monitor metrics established in Section F to validate effectiveness and efficiency of training procedures.

Table 4.7. TRS TTMS POC Responsibilities.

	Category	Duties
1	TTMS	On an annual basis or more frequently as required, inform squadron commander of phases, successes, and overall progress of the TTMS program covered during recent TTMS SIIT meetings.
		Identify defects and any new requirements for enhancements to the Wing/Group TTMS POC.
		Forward TTMS squadron training requirements to the Wing/Group TTMS POC
		Review user TTMS suggestions; forward those with merit through the TTMS suggestion process; advise submitters of resolution.

*Table 4.8. Training Manager Responsibilities.

	Category	TM - Duties
*1	TTMS	Ensure appropriate course data, to include components, are loaded in TTMS Course Design and Development and Student Management.
		Activates/deactivates curricula/course items (blocks, objectives, tests, admin acts, PDSclasses) as required.
		Add center generated classes as needed and approved.
		Shift, cancel, zero-out classes as needed and approved.
		Coordinate and input course transfers.
		Ensure process is in place for recording student actions and statuses, as required, to include off base training.
		Ensure course/class schedules are accurately reflected in all systems (TPS, TTMS, OTA).
		Assist with resolution of incomplete, incorrect, or missing student data.
		Set parameters to allow Type 6 course to interface with ADLS if appropriate.
		Records training deficiencies.
*2	TPS	Add, change, cancel/delete courses/classes as required (See Attachment 26 – 179A).
		Ensure course/class schedule is accurately reflected in all systems (TPS, TTMS, OTA).
3	Education Training and Course Announcements (ETCA)	Ensures information is updated and accurate at all times with special attention to:
		1 Basic course information including prerequisites.
		2 Course length matches current course training plan's course length Note: Training days must match ETCA, Training Plan and CSD/CGD on orders to receive funding from TTS for MRTP.
		3 Course contact with telephone number(s)
		4 Course Owner Code
		5 Reporting instructions
		6 Location information
		7 Weblink if included
		Ensure ETCA properly reflects added (new) and deleted courses (cancelled).
		When a course replaces another course ensure ETCA reflects this change and the connection between the two courses.
		Ensure AETC/FMAM has coordinated on all AETC formal Training course changes impacting courses added/deleted, course length/location changes, excess baggage, meals, travel directions. (Any changes having a potential financial impact).

	Category	TM - Duties
*4	Coordinate	Proposed class changes with follow on TMs.
		Requested course audits with 2 AF/TTOC-S.
		On manner by which training objectives missed due to AETC-directed activities such as Wingman Day will be made up.
		With IMSO to determine incoming international student's country so the TM can verify there are no disclosure issues within the course.
		With Foreign Disclosure Office (FDO), AFSAT, IMSO if clearance/disclosure issues with incoming international student (such as MX20).
5	Class Entry Management	Determine student entry priority when necessary.
		Authorize exceeding max/programmed class size.
		Approve instructor permanent party course monitoring without TLN when the normal suballocation process is not feasible.
		Approve waivers of required training where documentation of equivalent training is provided.
6	Type 6	Schedule classes throughout FY IAW requirements.
		Coordinate eliminations.
7	Training Deficiency	Authorize training deficiencies.
		Use existing guidance to prepare reports (AETCI 36-2203).
*8	TT Systems	Ensure course flow from TTMS Course Design and Development to TTMS Student Management in timely manner before CSD and staff through Wing to HQ AETC/A3PZ for flow inside 30 day window when necessary.
		Monitor interface reject cubes and resolve course and class flow problems impacting the TTMS/OTA interface.
		Within ten duty days, take necessary steps to resolve TPS/TTMS, TTMS/TPS, ADLS/TTMS rejects.
		Be responsive to registrar personnel when contacted with TPS course/class flow, ADLS/TTMS rejects.
		Funnel rejects requiring outside intervention to registrar as focal point to contact HQ AETC/A3PZ for resolution.
		Upon TRG approval, TM may be delegated responsibility to complete "needs military information" area in TTMS for force gain actions. Actions include ensuring.
		1 TTMS name and MILSTAT information match OTA.
		2 All fields are complete and accurate.
9	Student Flow	Approve the following student actions:
		1 Early graduation.
		2 Proficiency advancements.

Category		TM - Duties
		3 Entries that exceed max class sizes.
		Recommend course audits to 2 AF/TTOC-S; gain approval.
		Contact respective ARC training liaison to verify ARC students' no-show status prior to recording
		Coordinate centrally managed Type 6 eliminations.
		Resolve issues with students who are not enrolled IAW Air Force ETCA.
		Research and validate no shows (typically other than NPS); ensure they are recorded in TTMS.
		Determine student entry priority.
		Forward AETC Forms 179A, <i>Course Training Schedule for Allocations</i> , to 2 AF/TTOC-P (for medical courses route through HQ AETC/SGNU), to generate a class for entry if students will not be entering class as currently scheduled.
		CC registrar on 179As that generated additional classes.
		Monitor and analyze
		1 Student flow issues.
		2 Students Not In Training (SNIT) data.
		3 Course washback and elimination rates and deviations.
		4 Reasons for student eliminations to ensure appropriate elimination codes are being used.
		Monitor student re-entry codes to ensure such actions are appropriate.
		Obtain ATRRS/CETARS (read only) access from AETC/A3PZ to manage/verify class schedules and requirement allocations from Sister Services for assigned courses.
10	Other Service Training	The class roster contained within the Army Training Requirements and Resources System (ATRRS)/Corporate Enterprise and Training Activity Resource System (CETARS) or equivalent source service/agency documents may replace the AETC Form 156, 325 for other service training.
		Enter data from ATRRS/CETARS using AETC Form 325 or equivalent service/agency forms into TTMS (Type 5, 9, B, D) or delegate this function in coordination with the appropriate training group or training squadron level.
11	Initial Skills Production	Monitor course production.
		Identify adverse trends.
		Propose corrective action to achieve production goals.
		Identify courses where washback rates increase by 5% or more from historical rates or exceed 20%.
Category		I/IS Duties

Category		TM - Duties
*1	TTMS	Collect student orders at beginning of course, as requested.
		Verify student information in TTMS.
		Document all training in TTMS.
		Record no shows. Confirm ARC member is truly not coming before recording no show.
		Record, within 24 hours (one duty day) of the event or knowledge of the event student grades, comments/ remarks, statuses, PDSClass events, Special Individual Assistance (SIA), Admin Actions (Letter of Reprimand [LOR], Record of Individual Counseling [RIC], Art 15), absences, counseling, washbacks, probationary continuation or advancements.
		Track all student statuses of students enrolled in training, to include ineffective time, until they are graduated, eliminated, or withdrawn from training. Use appropriate out of training rosters.
		Report student status changes.
		Place students on IIT status, as required.
		Complete TTMS fields to enable the generation of an accurate Student Training Report (ST Report).
		Initiate the force-gain action using student orders. Forward a copy of the orders to the Registrar and/or TM depending on TRG processes.
		Print and proof ST Report, Student Accounting and Attendance Record.
		Identify and resolve appropriate student accounting actions for students appearing on the Hanging History Report.
		IS: Monitor class rosters approaching CSD (start checking 14 days prior to CSD) for projected international students(such as MX20).
*2	Notify	TM if
		1 Student arrives without orders.
		2 There are unfilled seats on class start date (CSD) to allow fills from SATs or permanent party.
		3 At CSD, class is less than minimum size.
		4 A name on the class roster does not show on CSD.
		5 International students (such as MX20) on class roster.
		Military Training Flight (MTF) of SIA outside the training day.
		ANG/AFRC training liaisons if ANG/AFRC student placed IIT or when any of the following situations arise: injury (delay or not), illness (delay only), Special Individual Assistance (SIA), Admin Actions (Letter of Reprimand [LOR], RIC, Art 15), absences, counseling, washbacks, probationary continuation or advancements.
		TM, Registrar Section, ANG/AFRC liaisons, and follow on TM (as applicable) when initial skills grad date is advanced or delayed in last two weeks of training or is changed by more than five duty days.

	Category	TM - Duties
		IMSO, if training or misconduct issues arise in relationship to international students
3	Student Services	Approve washbacks, monitor the SIA program and coordinate Proficiency Advance (PA) with TM.
		Inform students of academic progress.
		Counsel students, as necessary.
		Provide special individual assistance (SIA) when needed or requested by student.
		Identify and remove students with permanent medical disqualifiers. Send to medical facility for evaluation.
		Select class leaders.
		Determine parts of training to be repeated.
		Explain to students what constitutes misconduct.
		Identify and report to TM students who are not enrolled IAW ETCA.
		Prepare AF Forms 1256, <i>Certificates of Graduation</i> .
		Assists students in initiating their own on-time departure. (The theory is that no one is more interested in on-time departure than the student. Students can flag potential delays for themselves if given a “check point” in training when they can expect to have assignment orders.)
4	Coordinate	Center generated classes (CGCs) with TM.
		AETC Form 125A to ANG/AFRC training liaison on any ARC student eliminated from course.
		Training deficiencies with TM.
5	International Students	Record training in TTMS or on AETC Form 156.
6	Civilian Students	Do not assign civilian students details, or other out-of-class activities beyond the standard 8-hour training day. If homework beyond the 8-hour day training is required for a course, ensure civilian students and home units are notified at least two weeks prior to class start. Note: Civilian employees may be expected to perform homework during the training program. There will be no compensation or reimbursement for training beyond the 8-hour day.

***Table 4.9. Instructor (I)/Instructor Supervisor (IS) Responsibilities.**

	Category	I/IS Duties
*1	TTMS	Collect student orders at beginning of course, as requested.
		Verify student information in TTMS.
		Document all training in TTMS.
		Record no shows. Confirm ARC member is truly not coming before recording no show.
		Record, within 24 hours (one duty day) of the event or knowledge of the event student grades, comments/ remarks, statuses, PDSClass events, Special Individual Assistance (SIA), Admin Actions (Letter of Reprimand [LOR], Record of Individual Counseling [RIC], Art 15), absences, counseling, washbacks, probationary continuation or advancements.
		Track all student statuses of students enrolled in training, to include ineffective time, until they are graduated, eliminated, or withdrawn from training. Use appropriate out of training rosters.
		Report student status changes.
		Place students on IIT status, as required.
		Complete TTMS fields to enable the generation of an accurate Student Training Report (ST Report).
		Initiate the force-gain action using student orders. Forward a copy of the orders to the Registrar and/or TM depending on TRG processes.
		Print and proof ST Report, Student Accounting and Attendance Record.
		Identify and resolve appropriate student accounting actions for students appearing on the Hanging History Report.
		IS: Monitor class rosters approaching CSD (start checking 14 days prior to CSD) for projected international students(such as MX20).
*2	Notify	TM if
		1 Student arrives without orders.
		2 There are unfilled seats on class start date (CSD) to allow fills from SATs or permanent party.
		3 At CSD, class is less than minimum size.
		4 A name on the class roster does not show on CSD.
		5 International students (such as MX20) on class roster.
		Military Training Flight (MTF) of SIA outside the training day.
		ANG/AFRC training liaisons if ANG/AFRC student placed IIT or when any of the following situations arise: injury (delay or not), illness (delay only), Special Individual Assistance (SIA), Admin Actions (Letter of Reprimand [LOR], RIC, Art 15), absences, counseling, washbacks, probationary continuation or advancements.

	Category	I/IS Duties
		TM, Registrar Section, ANG/AFRC liaisons, and follow on TM (as applicable) when initial skills grad date is advanced or delayed in last two weeks of training or is changed by more than five duty days.
		IMSO, if training or misconduct issues arise in relationship to international students
3	Student Services	Approve washbacks, monitor the SIA program and coordinate Proficiency Advance (PA) with TM.
		Inform students of academic progress.
		Counsel students, as necessary.
		Provide special individual assistance (SIA) when needed or requested by student.
		Identify and remove students with permanent medical disqualifiers. Send to medical facility for evaluation.
		Select class leaders.
		Determine parts of training to be repeated.
		Explain to students what constitutes misconduct.
		Identify and report to TM students who are not enrolled IAW ETCA.
		Prepare AF Forms 1256, <i>Certificates of Graduation</i> .
		Assists students in initiating their own on-time departure. (The theory is that no one is more interested in on-time departure than the student. Students can flag potential delays for themselves if given a “check point” in training when they can expect to have assignment orders.)
4	Coordinate	Center generated classes (CGCs) with TM.
		AETC Form 125A to ANG/AFRC training liaison on any ARC student eliminated from course.
		Training deficiencies with TM.
5	International Students	Record training in TTMS or on AETC Form 156.
6	Civilian Students	Do not assign civilian students details, or other out-of-class activities beyond the standard 8-hour training day. If homework beyond the 8-hour day training is required for a course, ensure civilian students and home units are notified at least two weeks prior to class start. Note: Civilian employees may be expected to perform homework during the training program. There will be no compensation or reimbursement for training beyond the 8-hour day.

Table 4.10. Military Training Leader (MTL) Responsibilities.

	Category	Duties
*1	TTMS	Utilize TTMS to track NPS (ADAF, Guard and Reserve) students in all activities (except dormitory management). Record status changes within 24 hours or one duty day.
		Validate BMT ship list.
		Record student arrivals.
		Identify BMT arrivals who arrive not physically fit and not on medical waivers.
		Provide students (when available) to fill class seats.
		Update and track all student statuses of assigned students, to include ineffective time, until they are graduated, eliminated, or withdrawn from training. Use appropriate out of training rosters.
		Record student status changes within 24 hours (one duty day).
		Annotate all applicable student admin actions to include comments/ remarks, LOR, RIC, Article 15, Counseling, Remedial Military Training, Military Assessment, and Student Activity.
		Notify respective ARC training liaison in the event of injury (delay or not), illness (delay only), RIC, LOR, Art 15, or any delay or change in Class Graduation Date (CGD).
		Weekly, advise TRS/CC of SATs.
		Assist students in initiating their own on-time departure.
		Complete TTMS training assessment.
		Record as SOTs students who do not depart within 24 hours of elimination or graduation; record the SOT code on the day after graduation. Note: Current TTMS business rules require recording SOT one day following Grad/Elim but allow two different SOT codes with the same completion date.
		For departing students going to follow-on training for the award of the AFSC, forward the BMT report card to the next training squadron.
2	Student Flow	Research and validate NPS no shows; ensure they are recorded in TTMS. Confirm with ANG/AFRC liaison that ARC member will not arrive before recording a no show.
3	SOTs	Determine the cause for the student to be out of training and list it as the student's status.
4	Coordinate	Proper status coding with the RFP or the Registrar.
		Scheduling and delivery of in-processing briefings.
		Placement of ANG/AFRC student on IIT.
		Force Support Squadron (FSS) when receiving a medical hold update on a student pending reclassification.

4.1. **Lines of Communication–Accounting for Students.** It is important to establish a line of communication between the registrar, the flight, and the training squadrons to account for all student status changes occurring before, during, and after training. Registrar Focal Points (RFPs) are established for the purpose of this communication.

***Table 4.11. Registrar Focal Point (RFP) Responsibilities.**

	Category	RFP-Duties	
*1	TTMS	Coordinate as required between the TRG/TRS and the Registrar’s office.	
		Track student statuses for students under the TRS/TRG, to include ineffective time. Maintains current status (entry, ineffective, washback, elimination, graduation) for each student.	
		Coordinate the correction of the TTMS student training record discrepancies identified by registrar personnel. Schedule pickups from the Registrar Section, distribute to the action officer responsible for correction; issue suspenses and follow up until resolved.	
		Record student status changes within 24 hours (one duty day).	
		Monitor to ensure student data is recorded in TTMS within 24 hours or one duty day. Same day recording is encouraged; recording within one duty day is mandatory.	
		1	For on-base training, the person responsible for performing the work enters all daily transactional data in TTMS.
		*2	For Dets without TTMS access, the RFP records within one duty day of receipt student events, grades, comments/remarks, statuses, PDS Class/Block enroll/grad, SIA, Admin Actions (LOR, RIC, Art 15), absences, counseling, washbacks, probationary continuation and advancements.
2	Assists	In resolving documentation discrepancies.	
		In resolving data reporting problems.	
		In verification that Registrar Section received graduation rosters within one day of graduation.	
3	Coordinates	Schedule distribution runs to the Registrar Section for elimination packages and other student documents.	

Table 4.12. Student Out of Training Status (SOTS) Monitor Responsibilities.

	Category	Duties
1	TTMS	Ensure a terminal status code (H##) is recorded for all departed SOTs. Monitor Hanging Histories to validate.
		Track and manage SOTs; update TTMS as required.
		Coordinate security clearance updates.
		Assist students in initiating their own on time departure.
		Prepare weekly SOTs update for TRF/CC.
		Prepare monthly SOTs update for TRS/CC.

Table 4.13. Personnel Reliability Program (PRP) Monitor Responsibilities.

	Category	Duties
1	PRP Concerns	Identify issues and work resolutions.

***Table 4.14. International Military Student Organization (IMSO) Responsibilities.**

	Category	Duties
1	Student services	Manages international students.
		Verifies accuracy and completeness of OTA data.
		Provides two copies of student orders to Registrar Section upon arrival of student.
		Makes all necessary contacts to determine if student should be washed back.
		Initiates elimination packages (non academic reasons only).
		Provides written invitation to DoD Field Studies Program (if long enough).
		Notifies AFSAT of pending and completed IMS eliminations.
		Upon TM, IS or Registrar request, researches and provides international student's (such as MX20) country in advance of CSD.

Table 4.15. Type 6 DL POC Responsibilities.

	Category	Duties
1	AETC Form 325	Validate student information and forward to designated group representative (DGR).
2	Elimination Survey	Forward Type 6 elimination survey to DGR.

Table 4.16. Geographically Separated Unit (GSU) Responsibilities.

	Category	GSU - Duties
1	Eliminations	Fax elimination packages to parent base.
2	Proficiency Advancement	Commander directs instructor to administer PA measurement.
3	Student Accounting	Monitor timeliness and accuracy of student accounting along with the efficiency and effectiveness of procedures.
4	Student Administration Records	Forward AETC Forms 156 and 325 as required to the parent base Forward AETC Forms 156 to student's education and training offices, as appropriate.

Table 4.17. 2 AF/TTOC Det 1, 737 TRSS and 319 TRS Responsibilities.

	Section	BMT - Duties
1	TTMS	Monitor efficiency and effectiveness of student accounting procedures.
		Monitor Holds and Recycles to track trainee delays. Intervene when management action can facilitate trainee movement.
		Ensure all courses are either activated in TTMS Student Management or being developed in TTMS Course Design and Development.
2	Appoint	TRG level POC. TRG and/or TRS Registrar Focal Points (RFPs).
3	Metrics	Monitor established metrics to validate effectiveness and efficiency of training procedures.
4	Recognition Program	Establish an honor graduate program.
5	2 AF/TTOC Det 1	Compiles classification data.
		Interfaces with other automation systems.
		Upon notification from 319 TRS/DPD personnel.
		1 Finalize appropriate TTMS Ship List.
		2 Coordinate late BMT departures with the appropriate TT school via email.
		Receives training requirements for weekly classification.
		Classifies students.
		Identifies the eligibility of NPS enlistees.
		Updates classification tables.
		Briefs airmen regarding AFSCs and assignment preferences.
		Screens and classify students.
		Verifies enlistment agreements.
		Reclassifies disqualified airmen.
		Fills available quota with qualified airmen.

Section		BMT - Duties
		Refers all ARC trainees to appropriate ARC training liaison for action.
		Processes unassigned airmen and special assignment actions.
		Publishes orders.
		Briefs students proceeding to technical schools.
		Reviews AETC Form 530, <i>Nonprior Service Classification</i> . Note: TTMS Student Management automatically records student departures (T04s) when the shipping list is finalized.
6	737 TRSS	Compiles classification data.
		Interfaces with other automation systems.
		Updates TTMS with all student status changes to include: discharges, holds in training, recycles, transfers, graduations, and graduated students placed on or removed from hold, and all other status codes as required. Enter the codes in TTMS IAW Attachment 6 within one duty day of the occurrence of each student status event or change. The same duty day recording is highly encouraged, within one duty day is mandatory.
		Process arrivals into TTMS by scanning bar codes or typing key information on orders into BMT Online or follow established backup contingency plan. Note: TTMS automatically records student entries (T01s) when flights are closed.
		Ensures the timely and accurate recording of student accounting information into TTMS during the student management process at BMT IAW Attachment 6 .
		Use TTMS BMT Online or follow established backup contingency procedures for scheduling and setting up week-group flights in TTMS.
		Ensure the BMT Supplement reflects TTMS use as applicable to scheduling, receiving, shipping, and student management.
	1	State explicitly roles and responsibilities for BMT TTMS current phase processes.
	2	Specify procedures ensuring the timely and accurate recording of TTMS student status changes IAW Attachment 6 including discharges, holds in training, recycles, transfers, graduated students, graduated students placed on hold, and all other status codes as required.
	3	Specify contingency backup procedures in the event of an interruption in connectivity to BMT Online or TTMS through regular established channels.
		Ensure that AETC/A3PV, A3TB and 2 AF have a courtesy copy of the most up-to-date BMT Supplement.
		Screens airmen for substance abuse, emotional/behavioral problems.
		Recommends retention and/or job selection.

	Section	BMT - Duties
		Initiates and forwards security packages (if required).
		Provides guidance on unique data items.
7	319 TRS	Track the number of AF student separation packages submitted, the number finalized, and the number returned.

***Table 4.18. 937 TRG Training Administration Compliance Table**

1.	Complies with METC academic administration policies for academic processes related to METC; complies with AETCI 36-2215 training administration policy with the following provisions (2 – 33).
2.	Table 4.1 Training Wing (TRW)/Group (TRG) Responsibilities (to include 737 TRG) all EXCEPT Row 6 (Force Gain – METC ATRRS guidelines apply instead of TTMS specific annotations.), Row 8.
3.	Table 4.3 Registrar Responsibilities, Row 7 In addition, works with METC registrar to identify, monitor and correct ATRRS/TTMS interface errors resulting in incorrect AF system student accounting data (TPS, TTMS, OTA).
4.	Table 4.5 TRW/TRG TTMS POCs Responsibilities.
5.	Table 4.6 Training Squadron (TRS) Responsibilities Including Row 2, Row 5 (ST Report process). EXCEPT: TTMS 24-hour entry rules (subject to METC ATRRS entry timelines and ATRRS/TTMS interface).
6.	Table 4.8 Training Manager Responsibilities.
7.	Table 4.10 Military Training Leader (MTL) Responsibilities. EXCEPT: METC ATRRS entry guidelines apply instead of TTMS 24-hour entry guidelines and TTMS specific annotations.
8.	Para 10. The Arrival Process from paras 10.1 through 10.2.5. EXCEPT: Table 10.1
9.	Table 12.5 Medical Hold Decision Points While Ineffective in Training INCLUDING: Paras 12.4.4.3 and 12.4.4.4.
10.	Paras 12.14.1 and 12.14.2 only with respect to Non-Academic Counseling and related use of AF Form 174, Record of Individual Counseling.
11.	Table 12.12 Specific Reclassification Guidelines.
12.	Table 12.15 The Typical Disposition of Eliminated Students.
13.	Table 12.16 Determining the Disposition of Eliminated Students EXCEPT: Row 5.
14.	Table 12.20 Officer Elimination.
15.	Para 12.17.17 Actions Based on Officer Choices.
16.	Table 12.21 Approval Authority if Officer Misconduct.
17.	Table 12.22 Processing Completed Elimination Packages.
18.	Table 12.24 Enlisted Reclassification Decisions_2 AF/TTOC Det1/DXR.
19.	Table 12.25 Guidance When Retention is Recommended Following Elimination.
20.	Paras 12.17.20 Reclassification Decisions and Actions and 12.17.21. Reclassification Documentation.
21.	Table 12.26 Exceptions for Eliminations of Certain Student Types.
22.	Table 12.27 Training Orders or Amending Administrative Orders.
23.	Table 12.32 How to Categorize SATs only as guidance for MTLs to enter the ATRRS code

	that most closely translates to the appropriate TTMS SAT code.
24.	Table 12.34 Categorize IITs as Follows only as guidance for MTLs to enter the ATRRS code that most closely translates to the appropriate TTMS Ineffective code.
25.	Table 12.37 Commander Actions With Respect to SOTs.
26.	Para 13.1.5 AF IMT 475, Education/Training Report (TR).
27.	Para 18.7 and subs The Training Flow Management Conference (TFMC) including Table 18.3 TFMC Organization.
28.	Para 18.8 and subs The Officer Accession Conference (OAC)/Training Flow Management Conference (TFMC) including Table 18.4 OAC/TFMC Organization.
29.	Para 18.14 Elimination Rates.
30.	Para 18.15 and subs Course Constraints (use of AETC format (Attachments 16 & 17) or METC forms that meet intent of AETC attachments).

Section B—Processing and Classifying NPS Enlistees.

5. Purpose. This section explains how to begin the process of screening qualified enlistees for selection into Air Force specialties.

6. Requirements. Ensure the best fit of all NPS resources to balance AF sustainment requirements.

7. Responsibilities:

*7.1. **2 AF/TTOC Det 1.** 2 AF/TTOC Det 1 identifies the eligibility of NPS enlistees and executes the classification process. Force Management Branch responsibilities are 2 AF/TTOC Det 1.

Table 7.1. Classification and Assignments: 2 AF/TTOC Det 1/POBB

	Action	Explanation (2 AF/TTOC Det 1/POBB)
1	Compiles	Classification data.
2	Updates	Classification tables to ensure qualified NPS are selected for Air Force skills.
3	Briefs	Airmen regarding AFSC selection and assignment preferences prior to classification.
4	Screens and classifies	NPS enlistees for qualification into Air Force skills according to Enlisted Classification Directory (ECD).
5	Verifies	Enlistment agreements and reclassifies disqualified airmen.
6	Ensures	The classification process fills available quotas with qualified airmen for technical schools.
7	Processes	Unassigned airmen and special assignment actions.
8	Publishes	Orders.
9	Briefs	Students proceeding to technical schools.
10	Reviews	AETC Form 530 to ensure proper documentation of each airman's qualifications and skill preferences.

Table 7.2. Sensitive Skills: 737 TRSS/DS.

	Action	Explanation
1	Initiates and Forwards	Appropriate personnel security packages on students requiring clearances.
2	Screens	Airmen for such issues as substance abuse and emotional or behavioral problems.
3	Makes	Appropriate recommendations regarding retention and/or job selection.

Table 7.3. Personnel Systems Management:

	Action	Explanation
1	Provides	Guidance on unique data items.
2	Interfaces	With other automation systems.
3	Updates	TTMS student statuses as required.

Table 7.4. Shipping and Receiving:

	Action	Explanation
1	Processes – (737 TRSS/DS)	Arrivals into TTMS by scanning orders into BMT Online.
2	Finalizes (2 AF/TTOC Det 1/POBBO)	TTMS Ship List.
3	Requirement (2AF/TTOC Det 1/POBBO)	BMT graduates will not be shipped to assigned training wings until all medical waivers preventing them from training are cleared.
4	Ships (2 AF/TTOC Det 1/POBBO)	737 TRG graduates will proceed to assigned training wings the first Monday after graduation.
5	Coordinates (2 AF/TTOC Det 1/POBBO)	Via email, late BMT departures with the appropriate TT school.
6	Updates (737 TRSS/TSOP)	TTMS student statuses as required

7.2. BMT Training Management.

7.2.1. Recruit Arrival/Entry Process. 737 TRSS/TSOP personnel process arrivals into TTMS by scanning orders into BMT Online.

Table 7.5. TTMS Management of BMT Students in Training.

	When	Personnel Action
1	Notified (737 TRSS/TSOP)	Updates student statuses in TTMS, to include Hold in Training and Recycle.
2	Airmen have graduated and are ready to depart (2 AF/TTOC Det 1)	Finalizes appropriate TTMS Shipping List.; TTMS Student Management automatically records the departure code.
3	Late BMT departures occur (2 AF/TTOC Det 1)	Coordinates with the appropriate TT school via email.
4	Notified (737 TRSS/TSOP)	Updates TTMS to reflect the student status of graduated students placed on or removed from hold after graduation and those released due to discharge; TTMS Student Management automatically updates departure after hold when the student is processed through the Shipping List.

7.3. BMT Recognition Program. The goal of the BMT Recognition Program is to provide special recognition of trainees who achieve outstanding performance. BMT establishes programs to recognize superior individual accomplishments and exemplary flight performance.

7.3.1. BMT Honor Graduate (HG).

7.3.1.1. IAW AFI 36-2803, *The Air Force Awards and Decorations Program*, award the USAF BMT Honor Graduate Ribbon to graduates who demonstrate excellence in all academic and military training phases as designated by the military training instructor (MTI) and school commander.

7.3.1.2. MTIs ensure all trainees understand the eligibility criteria for the honor graduate ribbon. Base honor graduates on the whole-person concept including academics, performance, leadership, teamwork, and conduct.

7.3.1.3. Recognize as HG up to, but do not exceed, 10 percent of the BMT weekly graduates. Determine the top 10% using a point system to rank order students who meet the minimum criteria listed below.

Table 7.6. Honor Graduate Ribbon Criteria.

	Honor Graduate Criteria
1	Achieves satisfactory grade on core value ratings, courtesy, drill, reporting, dorm performance and weapons evaluations.
2	Scores a 90% or above on both Written Test 1 and 2.
3	Attains a minimum Air Force fitness composite score of 90 or higher on the final Performance Readiness Test (PRT)

7.3.2. BMT Top Graduate (TG). Recognition may be given to a TG from the group of weekly BMT honor graduates. A TG is the number one graduate in BMT. Recognize

TGs for superior academic achievement and high standards of leadership, teamwork, and character. Comprehensively, the TG must exceed the performance of all honor graduates.

7.3.3. Top Fitness/Physical Training (PT) Airman. Recognition may be given to the top PT male and female trainee from the group of weekly BMT graduates. Recognize for superior fitness achievement and demonstration of a solid foundation for a “fit to fight” AF life style.

7.3.4. Additional Recognition.

7.3.4.1. 737 TRG Achievement Streamers are awarded weekly to flights who demonstrate teamwork, strength and unity of the military and pride in an Air Force organization. Flights compete within week-groups for excellence in Academics, Fitness, Marksmanship and AEF.

Table 7.7. 737 TRG Achievement Streamer Criteria.

	Streamer	Awarded to the
1	Flight Academic	Flight with the highest overall academic average.
2	Flight Fitness	Male and female flight with the highest overall fitness score.
3	Flight Marksmanship	Flight with the highest overall marksmanship score.
4	AEF Streamer	Field Training AEF scoring the most points during field training. Award is to all flights within that AEF.

7.3.4.2. All basic military training flights participate in the squadron Honor Flight program. All evaluations/inspections are conducted in the same week of training for all flights in a cycle, competing in the same squadron. Award honor flight to no more than 10 percent of flights/Squadron in a particular week group.

7.3.5. Recording HG status in MilPDS. 319 TRS updates honor graduate status in MilPDS.

7.3.6. Monitoring DG/TG Awards. 737 TRG/CC determines who monitors the recognition program.

Section C—Processing and Administering Technical Training Students.

8. Purpose. This section establishes requirements for administering student training. It provides guidance for collecting, processing, and managing student accounting data to ensure all wings/groups report data consistently. For optimal data flow ensure all type (1-9, A-D, M, W) courses are in the Technical Training Management System (TTMS), Training Planning System (TPS), and Oracle Training Administration (OTA).

9. Requirements. Use TTMS for student training administration functions, data entry for all types of training, and automated products to include record certification, and other technological advancements upon implementation. Where TTMS is not available ensure the accurate recording of initial skills student information on the AETC Form 156 IAW with Attachment 7.

10. The Arrival Process.

10.1. **Arrival.** An arrival is any student, regardless of travel type or source (Army, Navy, etc.), who reaches the training site for the purpose of attending a formal course of instruction. There are unique in-processing requirements for NPS arrivals from BMT.

10.2. NPS Arrivals from BMT to the Technical Training Site.

10.2.1. **Arrival of NPS Students.** NPS students shipped from BMT (ADAF, ANG and AFRC students) arrive with the BMT Shipping List for the training location.

10.2.2. **Responsibilities on Arrival.** MTLs or Registrar Focal Points (RFPs) at receiving TT locations use BMT Shipping List to check actual arrivals. Identify discrepancies (students on the report who did not arrive or students who arrived but were not on the report). The Registrar Focal Point is the position the unit designates to flow student information to the parent unit. The DGR is the position the TRG designates to input TTMS information at the parent unit.

10.2.3. **Discrepancies.** Notify 2 AF/TTOC Det 1 Outbound Assignments of noted discrepancies or if the report did not arrive. Forward an updated/annotated copy of the report to 2 AF/TTOC Det 1/POBBO.

*10.2.4. **Lackland AFB Form 205, Basic Military Training Student Performance Summary.** Arrivals from BMT hand carry BMT Student Performance Summaries. MTLs/RFPs collect envelopes and file forms in the airman's collateral training folder. TRSs use BMT Student Performance Summaries to help manage students during technical training. Destroy the BMT Student Performance Summary with Airman's collateral training folder (CTF) in accordance with AETCI 36-2216. Upon completion of a qualifier course, MTLs/RFPs forward the BMT Student Performance Summary with the TTMS Student Training Report to the follow on course.

Table 10.1. MTL/DGR Procedures to In-Process BMT Arrivals.

	Day	TTMS Student Management – Learning Events Recorder	Select/Enter
1	Arrival	Component	1. ADMIN/ACT and the course against which the arrival code applies. If the student is not in TTMS, use the student's orders as the source document
2		Completion Date	2. The date the arrival code is effective.
3		Default Status	3. The student's arrival to base code.
4		Student ID	4. The student's Social Security Number (SSN).
5		Complete Action	5. Record event.
6	Next Day	Component	1. Course and PDSCClass on the student orders
7		Completion Date	2. The date the ZP code is effective.
8		Default Status	3. The ZP status code.
9		Student ID	4. The student's SSN.
10		Complete Action	5. Record event.

10.2.5.Resolution of Missing Student Data. Conflicts in student data or missing student data may cause the status not to be recorded until the conflict is resolved or the missing data is entered. The MTL or DGR notifies the TM for resolution assistance.

***10.2.6. Three Days Max In-processing (Enlisted Initial Skills).** When the MTL/DGR records the ZP status, the student's in-processing time begins, not to exceed three days. Without exception record a ZP status for AJ10, AJ11 students before entering these students into training.

Table 10.2. Instructions to Process BMT Arrivals.

	Week of Arrival from BMT	Day	Activity	TTMS Action	Status	Time
1	Yes	Mon	Arrival	Admin Act		1 day
2	Yes	Tue – Thur	In-processing	ZP	SIT	3 days
3	No, Fri through Thur of the next week	Fri – Thur	Expected training entry	AE#	SAT	1-4 days

10.2.7. Three Days Max In-processing (Officer PCS-to-school). Place officer students on PCS-to-school orders in SITS (TTMS code ZP) for a maximum of 3 academic days beginning the day after arrival. If students do not start class immediately upon completion of in-processing actions or 3 academic days (whichever is less), place the students in awaiting training status (SATS) pending CSD.

10.2.7.1. Place officer students selected to attend initial PME after arrival but prior to starting training in AXE status (Ineffective - Other) in TTMS beginning the date the student departs for training. In the comments section annotate what form of PME, e.g. ASBC, the student is attending. Place the student back in the appropriate awaiting training status effective the date of return from PME.

10.2.8. **Transition to Students Awaiting Training.** Students In-processing Training Status (SITS) ends after the three days, usually when the student enters training. If the student does not enter training the day after SITS ends, the MTL/DGR places students in Students Awaiting Training Status (SATS) the day after completion of SITS. The awaiting training status is typically SATS awaiting entry into training (an AE# code), unless the student is delayed entry into training due to security clearance issues (an AS# code).

10.2.9. **Pre-Technical Training Students.** Collectively, arrivals from BMT in SITS and SATS are known as Pre Technical Training Students (PTTS). The MTF and the IS track and control PTTS to ensure all available class seats are filled. When a particular AFSC or several AFSCs have a substantial quantity of students who arrive early for a CSD, the TM notifies 2 AF/TTOC Det 1.

Table 10.3. PTTS Responsibilities.

	POC	Action
1	MTF	Pulls daily TTMS Awaiting Training Rosters to send students to training on the CSD.
2	MTF	Notifies the Registrar Section of the arrival of students reclassified from another TRG or TRS.
3	Training Flight (TRF)	Verifies quantity of students scheduled to attend class.
4	TRF	Ensures all student status changes are entered in TTMS within 24 hours (one duty day).

*10.2.10. **PTTS Briefings.** Provide all students arriving from BMT standardized and location-specific in-processing briefings to facilitate their transition to TT. Briefing topics are specified in AETCI 36-2216, *Administration of Military Standards and Discipline Training*. In addition, the ANG and AFRC liaison NCOs at TTW brief incoming ANG and ARC TT students (NPS and PS) during the first week of training. **Exception:** ANG and AFRC training liaisons are physically assigned only to Keesler, Goodfellow, Lackland and Sheppard Air Force Bases. There is also an ANG liaison at Goodfellow AFB and the Medical Education and Training Campus at Ft Sam Houston. Appropriate MTL or Instructor personnel brief officer and enlisted personnel. If problems arise with ANG/AFRC students, contact the appropriate ARC training liaison for guidance.

10.2.11. **AFRC Split Training Option (STO).** AFRC students may complete BMT, return to their home unit and then ship to the TT location at a later date. These Split Training Option (STO) students should arrive at the initial TT location to allow sufficient in-processing time. The student should arrive based on the following schedule:

Table 10.4. Arrival Schedule for AFRC Students exercising STO.

	TT CSD	Student Should Arrive NLT
1	Friday	Close of business (COB) Monday same week of the CSD
2	Monday – Thursday	COB Monday of the previous week of the CSD

10.2.11.1. When possible, delay entry of STO students arriving too late for scheduled in-processing time. **Exception:** When delayed TT entry will cause extensive SAT time, MTLs and local AFRC liaison work to maintain TT entry schedule. STO students given expeditious entry due to delayed arrival must receive required in-processing NLT one week after arrival.

10.2.12. **Fitness.** Students must be physically capable of entering training on class entry date. MTLs validate arrivals from BMT and newly arrived reclassified NPS students are physically fit.

10.2.13. **Arrival from BMT Without Student Information in TTMS.** If the name of a new BMT arrival appears on the TTMS Upfront Forecast Start/Graduation Roster, the student was appropriately suballocated.

Table 10.5. How to Handle Arrivals with/without Student Information in TTMS.

	TTMS Upfront Forecast Start/Graduation Roster	MTL/RFP
1	Contains student name	Records arrival in TTMS.
2	Doesn't contain student name	Collects one copy of student's special orders Carries or faxes to Registrar Section If orders do not contain TRQI or TLN, contacts TM

10.2.13.1. TMs work with the registrar section to determine next action. **Exception:** If an ANG or AFRC student arrives without a TLN on the special orders or the name is not in OTA, do not enter the student into training. The TM immediately notifies the ANG or AFRC liaison to obtain a TLN from the member's home unit and publish amended orders. **Exception:** ROTC eliminee that reports to BMT. In this case, contact 2 AF/TTOC Det 1 for a TLN.

10.2.14. **Late Arrivals from BMT.** Process as late arrivals students shipped from BMT after the CSD indicated on their orders. On the day after arrival, MTLs/DGRs *ZP* students into the next PDSCLASS to start in that AFSC and immediately contact the TM. Place the students in SATS the day after they complete SITS unless entered into training. In all cases, students must complete in-processing within the first week after arrival. When delayed TT entry will cause extensive SAT time, MTLs/RFPs and TMs work to maintain the programmed TT entry schedule.

10.3. **Reclassification Arrivals.** Reclassifications should arrive early for some training courses to allow adequate time for security clearance interviews, photographs, and badges. MTLs will coordinate with the school to determine the required time needed and then send

reclassification arrivals to the school before required class entry date to accomplish security processing, if needed. However, if under MRTP, all travel is subject to MRTP TDY rules and constraints.

10.4. Arrivals at Second and Subsequent Locations. Students should be suballocated to attend training at a subsequent location. If the student has been delayed at the COIE, the suballocation should be moved to a later class.

11. The Entry Process.

11.1. Entries into TT.

11.1.1. Copies of Orders. Instructors collect copies of students' orders and verify information in TTMS student records for accuracy.

11.1.2. MRTP Students. Students should have both a valid OTA TLN and a set of orders upon arrival to all courses. It is the students' responsibility to contact their unit to determine the necessary action if they do not have orders or TLN. All schoolhouse personnel with TRQI manager roles will not delete TLNs of MRTP students who have travelled to class (whether entered or not entered into the course) to maintain their funding under MRTP. Rationale: Not having a valid TLN will revoke their orders. The MRTP will not take fiscal responsibility for training delays or travel from situations arising from students arriving without a valid set of orders/TLN. When a student arrives with orders, but without a valid OTA TLN follow entry guidance in 11.2. and Table 11.4.

11.1.3. Other Service Students. Students should have both a valid set of orders and an OTA TLN when arriving for a class. Students call their respective service liaison or POC to work out course of action if either or both of these requirements are not met. A student with orders, but without an OTA TLN is subject to the entry guidance and priorities in 11.2. and Table 11.4.

***11.1.4. Incomplete Student Information.** If the student information is not available on the TTMS Class Start/Graduate Roster or if the information is not complete, within 24 hours the instructor may use the Force Gain Completion Table or similar template to collect and organize required information (For Students Not Loaded in TTMS) see **Attachment 10**, Table A10.1.

11.1.5. Decision to Force Gain. The RFP works with the Registrar Section to complete and verify the required information. If necessary, contact the parent unit for missing data. If force gain becomes a viable option see 11.3.1. A force gain becomes a consideration when a student who arrives for training does not have a valid OTA TLN in TTMS for the course they seek to attend.

11.1.6. Prerequisite Issues. The instructor immediately identifies students arriving out of compliance with prerequisites outlined in ETCA and coordinates with the IS. The IS will notify the appropriate TM for disposition. The schoolhouse will send MRTP-funded members home upon determination that they are "unqualified" or do not meet "prerequisites". They return home at the unit's expense with the unit responsible for the total cost of the TDY.

11.1.7. Guard/Reserve Entry Issues. Enter NPS ANG and AFRC students into scheduled class dates if in-processing has not been completed, when possible. When

NPS ANG/AFRC arrivals are identified as being unqualified for any reason, instructors immediately notify ANG/AFRC liaison, as appropriate. An AETC Form 125A with the following additional information: the home unit, course start date, reason for disqualification, TLN, and the date of arrival is required to document the disqualification action. The ANG liaison coordinates with NGB/A1DC and the member's unit to obtain another quota or AFSC for which the member qualifies. The ARC liaison contacts AFRC/A1KE and provides quota information.

11.1.8. Permanent Party Formal Quotas. Permanent party students meet formal training requirements by official enrollment and attendance in established courses with quotas allocated by 2 AF/TTOC. Accomplish all reports to include student training reports and course completion certificates in a manner consistent with all other students.

11.1.9. Enter Original Course Before Transfer. Enter students into the course for which they were originally intended/shipped (if feasible) and then course transfer the students to the new course, course version, or shred. If not feasible to enter the student into the originally intended course, minimally use disqualification other (QX#) to code pre-entry initial skills students who were scheduled and in-processed against one AFSC, but administratively directed to move to another AFSC or shred. Document transfers and pre-entry changes with an AETC Form 125A.

11.1.10. Auditing a Class. 2 AF/TTOC-S is the final approval authority for audits based on the prerequisite of prior coordination and approval of the TM. Only by exception should a student be permitted to audit (sit through or observe) a course or a portion of a course for the knowledge. If training is a true requirement, formal enrollment and official credit is recommended and is not given under audit conditions. If audit permission is granted, neither measurement during training nor credit for training is allowed. The student does not appear on the class roster and receives no record of training. Only allow an audit if there is an available seat in a non-validation course. **Note:** Auditing any part of the course disqualifies a student for Distinguished Graduate if they take the course for credit later since it gives the student additional exposure and an unfair advantage.

11.1.11. Type 6 Distance Learning (DL). Type 6 is technical training delivered to students at their current location without a HQ AETC instructor physically present. Type 6 is also known as Type 6 formal technical training, exportable training, and Advanced Distributed Learning (ADL). The Type 6 DL POC is the organization or person at the receiving site responsible for all aspects of distributed learning training administration.

11.1.11.1. Students are authorized to attend Type 6 courses through prior suballocation of their names (referred to as "by name suballocation") in OTA and the generation of accompanying front-end TLNs. Additionally, students may enroll through the AETC Advanced Distributed Learning Service (ADLS) and back-end (after-the-fact) TLN generation.

Table 11.1. Centrally Managed and MAJCOM Managed Type 6 Suballocations.

	Type 6 Course Managed	Suballocation Accomplished By/Student Enrollment Managed By
1	Centrally	The Air Force Personnel Center (AFPC)
2	By MAJCOM	The MAJCOM TRQI owner

Table 11.2. Type 6 Organizer – Student Tracking

	Type of Training	Role in Student Accounting	Action – Student Accounting
1	Type 6 in General	Type 6 Instructor / DGR / Automated Entry	Course design and delivery dictates the process and timing to input student data
2	Type 6 – front end TLN process including centrally –managed courses	AFPC Call Center/ Type 6 DL POC / Type 6 DL Instructor or DGR	AFPC Call Center Personnel enroll students with essential student registration data initiating the front end TLN process. The Type 6 DL POC sends course entry and completion data to the TRG via AETC Form 325 and the Type 6 DL instructor or DGR inputs student data into TTMS.
3	LMS-delivered and/or managed including LMS proctored test and TTMS interface	Partially-automated; no front end TLN – Type 6 DL POC, Type 6 DL Instructor or DGR	Courses designed for self-enrollment delivered via ADLS that require a proctored test. Interface automates the entry process; automatic entry awaiting graduation and test score. Type 6 DL POC sends AETC Form 325. Type 6 DL Instructor or DGR enters graduation code and grade fields into TTMS
4	LMS-delivered and/or managed with TTMS interface and no proctored test requirement	Automated, no front end TLN and student accounting automated after course completion	Courses designed for self-enrollment with no requirement for a proctored test and delivered via ADLS do not require manual entry of student data Students enroll via ADLS; automated Entry and Grad after the fact. The registrar generates the AETC Form 325 as a TTMS report.

Table 11.3. Type 6 DL Process.

	Action	Centrally Managed and MAJCOM Managed Type 6 DL
1	Student entry	The DGR records the entry information in TTMS or on AETC Form 325. Note: Refer to Table 11.2, lines 3 and 4 for automated entry process.
2	Enrollment tracking	DGR tracks to identify students exceeding prescribed completion time, if applicable.

	Action	Centrally Managed and MAJCOM Managed Type 6 DL
3	Student completes training	Students go to an authorized Type 6 DL POC to take the End of Course test.
4	Student passes test	Student annotates course, name, SSN, rank and unit on AETC Form 325.
5	Validation of AETC Form 325	Type 6 DL POC or instructor validates accuracy. See instructions for AETC Form 325 at Attachment 9 .
6	Forwarding of AETC Form 325	Type 6 DL POC or instructor forwards to DGR.
7	Receipt of graduation AETC Form 325	DGR records the graduation information in TTMS. Note: Refer to Table 11.2, line 4 for automated graduation process.
8	Student requests completion time extension	TRG may approve extensions to completion time at its discretion if the student has a legitimate reason for noncompletion within the prescribed timeframe.
9	Withdrawal	Students may be withdrawn from training as a result of mission requirements, emergency leave, medical, and any other reason beyond the student's control without enrollment penalty. The TRG will make final determination of the student status in context of the underlying situation.

Note: Elimination covered in paragraph 12.

11.1.12. **Entry after Elimination.** Do not force gain students who are entering the same course after a previous elimination. Instead, contact the responsible TRQI for a new TLN. Once EE# is entered as a status code against the new TLN, the record will pass successfully across the reverse interface.

11.2. Entry Priorities.

11.2.1. For IST, the approved plan for training is the schedule programmed into TPS. Approved by the Group Quality Review Council and 2 AF/TTOC and flowed to OTA and TTMS, these schedules are used to build the Accession Plan which drives recruiting goals.

11.2.2. Enter students into training according to the schedules in TPS. The TM approves deviations to the schedule, if required.

11.2.3. If possible, enter any ADAF NPS, ANG or AFRC students (arriving late for class due to delayed BMT graduation) in the next available class on a priority basis. Use the TTMS BMT Upfront data to identify students arriving late from BMT.

11.2.4. Consider returning TDY students only when no other alternative is available; coordinate with the TRF and TRS/CCs, the home unit, the TRQI manager, and the ANG and AFRC liaisons, as appropriate.

Table 11.4. Priorities for Entries into a Class

1	Members with TLN for Specific CSD
2	Foreign Nationals without a TLN
3	TDY without a TLN
4	NPS without a TLN

Table 11.5. Guidance on Handling Various Entry Situations.

	Crs	CSD Entry Situation	Instructor	TM Action
1	IST	Available students in a TRQI exceed programmed seats and class size can be expanded	Notifies TM	Designate students awaiting entry to fill the available seats according to Table 11.4. Notify the Registrar Section.
2	IST	Available students in a TRQI exceed programmed seats and class size cannot be expanded	Notifies TM	TM contacts TRQI owner/owning unit for disposition instructions
3	IST	Programmed class seats exceed available students	Notifies TM	Designate students awaiting entry to fill the available seats. Notify Registrar.
4	Other	The students available for entry is less than the minimum class size	Notifies TM	Determine whether to teach those present or coordinates with the home unit, TRF, TRS/CC, TRQI manager and the ANG and AFRC liaisons (as appropriate) to move the students to another suitable alternative course, hold in SATS until the next CSD, or return.

11.3. Force Gains

*11.3.1. Force Gain by Exception. A force gain is an option when a member arrives for a course without a TLN and it is no longer feasible to flow a quota to the projected class. A force gain executes a TRQI quota (and potentially allocates a seat to one member that may have been intended for another member). It is important for the TM to be aware of what was planned and approved for TRQI allocations for a given class. The programmed plan is the primary consideration. In addition, it is important to determine who approved the member to come to training before force gaining the member. If a student arrives for training and the student's record is not available in TTMS or is missing essential information and the event is considered a necessary exception (TM and registrar call), enter the student through a force gain after coordinating with the TRQI. Force gain as an option should not become a pattern from any TRQI unless it is part of a larger strategy as it is for some distance learning courses. Type 6 DL courses avoiding upfront TLN processing may use an automated version of force gain as an acceptable ADL strategy. Faculty Development Units may force gain students using their local TRQI code and 982 TRG detachment production supervisors/schedulers may force gain students in Type 4

courses using their AJ40 TRQI code more frequently due to often unpredictable enrollment of students. When registrars identify a problematic force gain trend (a regular and predictable occurrence of preventable events – a percentage greater than 2% tied to a TRQI), they may elevate it to the TRG and/or 2 AF to counter a TRQIs abuse of the system as necessary. Do not force gain contractors as they require contract provision verification IAW ETCA before entering training through a TRQI generated TLN. Use the Force Gain Application of the Student Management section of TTMS with the student's training orders as a source document during the force gain process. In addition, use the Force Gain Completion Table (Attachment 10, Table A10.1) or similar template to organize and transfer mandatory force gain information. **Note:** See Attachment 10, for information required for a force gain.

11.3.2. Accuracy in Matching Key Personnel Information. Force gain errors can potentially affect a student's upgrade training, promotion, or pay. Registrars/TMs will take extreme caution when matching up key information in TTMS (student names MILSTAT, and SSNs) with OTA to minimize interface rejects.

11.3.3. International Students. If an IMS arrives to the technical school not loaded in TTMS/OTA, contact the IMSO immediately before attempting to force gain the student.

*11.3.4. Do not force gain an ANG member into any course without first coordinating with the appropriate liaison.

Table 11.6. Force Gain Actions in TTMS.

	Student Previously Attended TTMS Training at the TRG (The Student Has a Record in TTMS)	No	Yes	Result	POC
1	Step 1	Enter the student's name, SSN, domain and organization. (100% accuracy required)		Creates a personnel record in TTMS	TM
2	Step 2	Record student status against a PDS class	Record student status against a PDS class	Puts student on class roster with a hold TLN.	Instructor, Instructor Supervisor or MTL responsible for entering student status in TTMS

	Student Previously Attended TTMS Training at the TRG (The Student Has a Record in TTMS)	No	Yes	Result	POC
3	Step 3	Enter the Needs Military Information Fields in the Force Gain Window in TTMS by entering, Grade, Gender, Military Status, TRQI, Quota Type and Travel Status	Enter the Needs Military Information Fields in the Force Gain Window in TTMS by entering Grade, Gender, Military Status, TRQI, Quota Type and Travel Status	Creates a Force Gain TLN in TTMS. Removes individual from Force Gain screen in TTMS. Sends to OTA on the next data flow.	Registrar Section personnel or Training Manager approved by Wing/Group

Always use OTA to validate accuracy of force gain data.

***Note:** Refer to the TTMS User's Manual for instructions on completing applicable steps.

11.4. OTA Quota Status Codes. These one-character codes indicate the status of the training quota in OTA. *A*, *B*, and *C* represent active quotas.

Table 11.7. OTA Quota Status Code Meanings.

	Code	Meaning
1	A	Quota suballocated to FSS/FSMP/FSMC; quota unconfirmed.
2	B	Suballocated quota confirmed by FSS/FSMP/FSMC.
3	C	Quota confirmed by MAJCOM; no RIPs generated.
4	D	Quota cancelled; RIP forwarded to FSS/FSMP/FSMC.
5	E	Quota cancelled. No FSS/FSMP/FSMC RIPs generated.
6	F	Schedule module reservation.
7	G	Student entered into earlier class by Student Accounting.

11.5. No Shows. A No Show is a programmed and suballocated seat where the scheduled or substituted student did not report to class on the CSD. It is important to track and resolve student quotas. Unless a quota is cancelled in OTA (as evidenced by a *D* or *E* quota status), a student status in TTMS should accompany the quota. If the student did not arrive for training but the name was visible in TTMS or OTA, notify the TM on CSD. The TM will contact the TRQI to determine status and whether to record a no show action against the

student. However, if student has not reported to class, the NS event must be recorded within one duty day. (Exception: gain concurrence from Guard or Reserve liaison before entering no show on Guard or Reserve member. Recording a no-show cancels the TLN and has adverse impacts on their accounting system). If student arrives after the NS is recorded, cancel the NS and perform standard student management, recording absence time as appropriate for unattended training hours.

Table 11.8. Gathering Info to Determine Whether to Record or Cancel No Shows.

	Categories	Responsibility
1	NPS	MTL determines status of student whether no show or delayed arrival from BMT.
2	NPS Guard/Reserve	TM contacts Guard/Reserve liaison or POC and receives confirmation that a Guard/Reserve student is a no show or delayed arrival for the class.
3	TDY Guard/Reserve	TM contacts Guard/Reserve liaison or POC and receives confirmation that a Guard/Reserve student is a no show or delayed arrival for the class.
4	TDY Students, Sister Services	TM contacts Sister Service liaison or TRQI if no liaison assigned to determine status of student whether no show or delayed arrival.
5	Others	TM contacts TRQI manager and receives confirmation that student is a no show or delayed arrival for the class.

11.6. Class Leaders. TRSs determine criteria for selection of class leader. Instructor selects a class leader on the first day of class.

11.7. Civilian Students. Civilian employees may be expected to complete homework during the training program. Do not assign civilian students details or other out-of-class activities beyond the standard 8-hour training day. If homework beyond the 8-hour training day is required for civilian students, specify in the course announcement listed in ETCA. There is no compensation or reimbursement for training beyond the 8-hour day.

12. Student Status Management.

12.1. TTMS Student Status Codes.

12.1.1. Student status codes are three-digit codes that indicate temporary or permanent training statuses.

Table 12.1. Student Status Code Explanation.

	Student Status Code Digit	Meaning
1	1	Identifies the general purpose of the code
2	2	Gives additional information
3	3	Gives information about the type of training (fundamental or equipment – <i>F</i> or <i>E</i>) or the status of the departing student (eliminee or graduate – <i>L</i> or <i>G</i> .)

12.1.2. Student status codes are three-digit codes that indicate temporary or permanent training statuses.

Table 12.2. below summarizes potential values of the first digit of the key student status code categories.**Table 12.2. Student Status Codes – First Digit Values.**

	Code: First Digit	Temporary Code	Final Code (Terminal Status Codes)
1	A	Awaiting	
2	E	Entry	
3	F	Forecast Arrival	
4	G	Graduation *	Graduation
5	H		Departure
6	I	Ineffective-in-Training	
7	L	Elimination *	Elimination
8	N		No Show
9	Q		Disqualification
10	R		Recall
11	S	Out of Training	
12	T		Transfer (Ends a training session)
13	V	Advancement	
14	W	Washback	
15	Z	In-processing	

* When a student does not depart the base within 24 hours after being graduated or eliminated, the G or E status is not final: the next temporary status would be S, then the final status is H.

12.1.3. Some student training action codes (transfers, advancements, and washbacks) must be followed by an entry student status in TTMS.

Table 12.3. Student Training Action Codes.

	Code: First Digit	Temporary Code	Follow-on Code
1	T	Transfer	<i>EN#</i>
2	V	Advancement	<i>EV#</i>
3	W	Washback	<i>EW#</i>

12.1.4. Refer to Attachment 11 for a comprehensive list of student training status codes.

12.2. Entries into Technical Training.

12.2.1. At point of entry into training, instructors record an *ET#* code in TTMS to indicate an *original entry* in the courses. *ET#* has significance in production metrics when comparing the actual entries by TRQI category against the programmed entries in that category.

12.2.2. After initial entry into a course, students are assumed to remain in training unless a terminal event is recorded. At the end of training (elimination or graduation), instructors and MTLs resolve the TTMS student status of all departed students by recording the appropriate terminal status code. Terminal events include no shows, disqualifications, recalls, eliminations, graduations, transfers (ends a training session related to one course while the entry from transfer begins a training session in another) and departures.

12.3. Absences.

12.3.1. Absence is a short-term condition that acknowledges a student missed class time but is not a status change in TTMS. The instructor records all absences from training in TTMS; annotate the reason in the Comment Block when recording the learning event.

12.3.2. Some students' absences require special treatment. (See Table 12.4.)

Table 12.4. Treatment of Absences.

	Student Type	Report Absence To
1	Civilian	The home unit or supervisor for the purpose of adjusting leave records.
2	NPS	The appropriate MTF.
3	NPS ANG/AFRC	The base ARC liaison.
4	International	The IMSO immediately by telephone.

*12.3.3. Some events that result in temporary suspension of classes will require make up time because they fall on one or more of AETC's 246 required training days (Examples: Wingman Day, Family Day, weather-related downtime, HQ-approved events). Do not record this time in TTMS on the student as ineffective or absent. Record a comment associated with the event resulting in temporary suspension of classes through TTMS Student Management (Admin/Act) identifying the activity or event resulting in downtime, the event date, how the training was made up and other pertinent information. Except for weather or unplanned emergencies leading to downtime, course owners will make up the training objectives without extending the course length or changing the CGD. Take appropriate steps to make up missed objectives through special individual

assistance (SIA), homework or additional training time, as appropriate. For weather or unplanned emergencies, course owners will make reasonable attempts to make up the training objectives without extending the course length or changing the CGD. When this proves impractical, they will include a TTMS comment (Admin Act) explaining the situation.

12.3.4. Wash back students who incur excessive absences or fail to meet standards. Course personnel determine which portion(s) of the course students must repeat.

12.3.5. International students may be excused from training for participation in the DoD Field Studies Program (FSP) when training is not adversely impacted. The IMSO provides a written invitation for coordination by the instructor to permit the student to attend any FSP training activity. The instructor annotates permission to attend/not attend based on the impact to each student's training situation. Document any training lost due to Department of Defense Field Studies Program (DoD FSP) as an absence; do not place the student IIT. Upon approval of the training flight or designated representative, coordinate excusals from training with the TRS/CC or the Faculty Development Chief who have final approving authority.

12.4. Ineffective.

12.4.1. Use Ineffective in Training Status (IITS) to account for students temporarily removed from training but expected to return to the current course. Use this status for full missed days. Record part of a missed day as an absence and place the student IIT effective the first full day of the absence. The student remains in IITS until returned to or is eliminated from training. TTMS automatically captures ineffective time at the point where a subsequent code other than IITS is recorded on the student. Record a reentry into the same course, class on the student as an (ER#). Use of IIT is not appropriate for type 4 FTD, MTT, or Type 6 DL training. At the point a type 4 field training detachment (FTD) student has missed sufficient training time to preclude return to the current class, withdraw that student from training. Withdraw students unable to complete Type 6 DL from training due to duty or deployment commitments.

*12.4.2. When a student has been temporarily removed from a class or from further progressing in training pending elimination, record the ineffective code that most closely applies to the situation until the commander makes a decision.

12.4.3. Use IITS for any of the following reasons: confinement, leave, awaiting reentry into training (same course), medical, security, excessive absence (including absent without leave [AWOL]), awaiting class start, administrative action, academic failure, and/or performance failure.

12.4.3.1. Use *IX#* for a hold on a student for disciplinary reasons.

12.4.4. Place students ineffective for medical reasons using the *IM#* TTMS status code. If that student has a medical condition that either disqualifies him or her from meeting the standards for continued military service or from performing the duties in the member's current career field or both, the commander decides whether to place that student on medical hold which temporarily retains the member in the AF. If medical hold is approved, the MTL enters a comment in TTMS to indicate the medical hold approval and the date of approval.

12.4.4.1. The TRF/CC or TRS/CC weighs the input of the concerned student, pertinent medical information, standards for continued military service (AFI 48-123, *Medical Examination and Standards*), as well as how the medical condition impacts the qualifications of the student to handle the specific duties of his/her career field. Reference the Enlisted Classification Directory (ECD) or the Officer Classification Directory (OCD). The commander carefully analyzes available information relative to the best interests of the impacted AFSC and the AF to reach a determination on the disposition of any student with a prolonged medical condition. The decision whether a member can continue in the current training/AFSC is a local one based upon the member's abilities (Medical Treatment Facility (MTF) input) and the job requirements (school, commander, FSS input).

12.4.4.2. The TRS/CC may begin the elimination from training process on a student with a prolonged medical condition at anytime when a student is medically ineffective given an official diagnoses and prognosis from the Flight Surgeon or MD that conclusively shows the student's medical condition either disqualifies him/her from performing the duties of the current career field, renders him/her unable to meet the standards for continued military service, or exceeds the 60 ineffective medical training day limit (approximately 3 calendar months). ARC students receiving medical treatment are required to have a Line of Duty (LOD) generated by medical provider and forwarded to appropriate ARC liaison.

Table 12.5. Medical Hold Decision Points While Ineffective in Training.

	Situation (Medical Hold)	Guidance	Additional Points
1	Student medically ineffective for < = to 60 training days:	Get a determination from the Flight Surgeon or MD on the exact nature of the medical condition.	Note: AF Form 422, <i>Notification of Air Force Member's Qualification Status</i> may authorize student to return to training IAW instructions and limitations noted on form.
2	If the Flight Surgeon or MD determines that the condition is disqualifying for the AFSC or military service and the condition will last indefinitely beyond 60 training days (approximately 3 calendar months):	The TRF/CC or TRS/CC weighs all input and recommendations and may eliminate the student or seek medical hold or administrative exception.	Note: If the condition or defect is disqualifying or fails to meet the criteria noted in Enlisted Classification Directory (ECD) or Officer Classification Directory (OCD) for the AFSC, HQ AETC/SGP will not grant a medical hold to the criteria noted in AFI 48-123 without the written concurrence from the AF career field manager (AFCFM). (Reason: AETC/SG does not set the criteria for the AFSCs, therefore if one fails to meet AFSC specific criteria and the SGP unilaterally waives the condition the AFCFMs criteria for that AFSC is undermined).
3	Medical condition fails the standard for continued military service (AFI 48-123) and not those standards required by the AFSC (AFI ECD/OCD)	If medical hold sought:	Submit all documentation and obtain medical hold through AETC/SGP.
4	Medical condition disqualifies student for AFSC IAW ECD; OCD.	If administrative exception sought:	Submit package to AFCFM to obtain administrative exception.
5	Documentation for medical holds and administrative exceptions:	The Flight Surgeon or MD at the Medical Treatment Facility provides all the necessary supporting documentation (i.e. Narrative Summary and AF Form 422).	TRS/CC submits support letter along with medical hold request or request for administrative exception. If medical condition fails the standard for continued military service and disqualifies the member to perform essential duties in the career field, submit the official approval of administrative exception from the

	Situation (Medical Hold)	Guidance	Additional Points
			AFCFM along with the medical hold request.
6	Time period before re-evaluating members who are on medical hold:	Every 60 ineffective medical days (approximately 3 months).	Flight Surgeon updates information and status on AF Form 422. TRS/CC has another decision point on elimination or retention of member.
7	TRS/CC may appeal to local Medical Treatment Facility for long term diagnosis and initiation of Medical Examination Board (MEB).	If medical condition will last more than a year or the condition is disqualifying for continued military service:	Initiation of this process is independent from decision to eliminate the student; commander may elect to proceed with elimination process during the MEB process.

12.4.4.3. The TRS/CC and/or TRF/CC requests the Medical Treatment Facility HIPAA representative furnish the diagnoses from the medical file to complete the AETC Form 125A.

12.4.4.4. The TRS/CC may have sufficient justification to eliminate a member from training and/or the AFSC when recurrent medical conditions cumulatively result in the loss of 60 or more training days, even when the member improved enough to return to training one or more times during the time period.

Table 12.6. Ineffective-In-Training Responsibilities.

	POC	Action
1	TRF	Reports IIT student in TTMS.
2	MTF	Notifies the TRG of IIT student's availability to return to class.
3	TRF	Determines the earliest possible return to class for IIT student.
4	MTF/TRF	Updates TTMS when IIT student's status changes.

12.5. Special Individual Assistance (SIA).

12.5.1. Provide SIA (personal remediation) for students who have difficulty attaining the required level of achievement. SIA is mandatory for students (except civilians) during probationary continuation and is optional during washback. Notify the MTL when a student is assigned SIA outside the normal training day. Civilian students may be scheduled for voluntary SIA outside the training day, but overtime compensation is not authorized.

12.5.2. Administer SIA to one or several students at a time depending on the nature of the training and the learning objective. A qualified instructor supervises SIA in a training environment appropriate to the objective. The IS monitors the SIA program to ensure adequacy and completeness.

12.5.3. The instructor annotates the SIA hours in TTMS. When SIA is conducted within the training day, do not duplicate this time in the total student hours in TTMS. Record and report absences from mandatory SIA (outside of the eight-hour training day) in TTMS.

12.6. Washbacks.

12.6.1. Course personnel may allow students with excessive absences or performance below acceptable standards to repeat parts of the course to bring them up to standards. Determine the training the student will repeat and document the authorized repeat as a washback in TTMS.

12.6.2. The IS should have students washed back or eliminated from training remain in class until course personnel complete the washback/elimination action (AETC Form 125A signed). When a student remains in class, place the student in a block up to but not later than the one not successfully completed. Do not administer measurement devices. Record the student training hours in TTMS as ineffective.

12.6.3. When washing a student back, course personnel may place a student back into a block that the student already successfully completed to position the student in the new class to repeat the entire block they failed. While the student attends the block they already successfully completed, the student attends class, but course personnel will not administer measurement. While attending the block of instruction already successfully completed, place the student in IITS—IF# (if generated from academic failure), IR (if generated from performance failure) and IX - Other (if coming off some other ineffective status). Upon reentry into the block of training the student will formally repeat, perform washback and entry from washback actions in TTMS. However, if the washback action would result in a transfer into a class having a new course number (indicating a new course version), the Registrar Section verifies in TTMS Student Management and OTA that the old course and all of its components are valid and then center generates a class in the old course. Perform the washback and entry from washback action using this center generated class in the old course. Once course personnel enter the student into training (EW status is complete), the Registrar Section course transfers the student into the appropriate class in the new course version.

12.6.4. The approval authority for washback is the IS. The TRS/CC approves all washback decisions for students with two or more previous washbacks. For prerequisite courses with follow-on courses, the approving TRS/CC briefs any special circumstances associated with the action and coordinates with the follow-on TRS/CC.

***Table 12.7. TTMS Actions Regarding Washbacks.**

	Washed Back Student	Record in TTMS
*1	Reentered into failed block or block of training to be repeated on the same day as the washback	W## and EW# (You must provide a brief explanation for the washback in the comments field.)
*2	Must wait to re-enter failed block or the block of training to be repeated in the next class	I## the following day; W## and EW# on the day student re-enters beginning of the failed block or block of training to be repeated. (You must provide a brief explanation for the washback in the comments field.)

Table 12.8. Washback Provisions for Certain Student Types.

	Student Type	TRS Coordinates
1	MRTP TDY to School	Prior approval of washback that could result in a training delay of 7 training days or more with 2 AF/TTOC and HQ AETC/FMAM for orders amendment.
2	Pipeline and TDY Enroute to PCS	Prior approval of washback that could result in a training delay of 7 training days or more with 2 AF/TTOC and AETC/FMAM for orders amendment and funding.
3	ARC	With ARC liaison needed orders extension who contacts member's unit.
4	International	Contact IMSO who will make necessary contacts to determine if students should be washed back.

12.7. Center Generated Classes (CGCs).

12.7.1. A CGC is an unprogrammed class containing no seat allocations and therefore not impacting programmed numbers and associated metrics. Create CGCs only at the direction of the TM and only when use of a programmed class is not feasible. For example, use CGCs to move washbacks when no existing class is available or no seat is available in a given class. **Note for Initial skills courses:** Prior to a TM creating CGCs in multi-course pipelines, the TM must receive coordination/concurrence with all other TMs (in writing) to ensure that there will not be adverse impacts to prior/follow-on course(s). If feasible, do not enter students directly into center-generated classes (i.e., class-transfer students from a programmed class into a center-generated class).

12.7.2. Do not use CGCs to train students in courses unapproved and/or not activated in the TPS and not properly flowed from TTMS Course Design and Development to TTMS Student Management.

12.8. Probationary Continuation (PC).

12.8.1. PC allows a student to progress with the current class when additional work is required to bring the student's performance to an acceptable level. A qualified instructor will administer SIA and retest the student when ready. PC may be the appropriate

solution for a student in a low flow course where a washback will result in an excessive delay.

12.8.2. At the point of PC, the instructor or IS records “test fail” action in TTMS without entering the block completion action/grade and makes the appropriate remarks. The student continues with his/her class into the next block of instruction. Before the next block test, the student must have successfully completed the failed block. When the student takes the block retest, record the retest pass score and record the minimum passing score for the “block pass”, along with any appropriate remarks. If the student failed the retest, record the test failure in TTMS and place the student ineffective in preparation for wash back or elimination.

12.9. Advancement in Training.

12.9.1. Proficiency advancement (PA) is a means to reduce training time for uniquely qualified students who demonstrate proficiency and have an available class to which they may advance.

12.9.2. PA retrainees or prior service students who have documented previous technical training or civilian equivalent training that contains subjects that are part of the current course and have applied the training within the last three years. Students must be able to pass all measurement devices associated with blocks, modules or units of training. The IS coordinates with TRF/CC or chief and receives written approval from the TM before taking PA action. Exception: 982 TRG: When PA is appropriate, the GSU CC/chief directs the instructor to administer to the student the designated measurement device.

12.9.3. Document PA in TTMS with a V## action code. Record the specifics of the PA in the comments block when recording the V## learning event.

Table 12.9. Notification as Impacted by Changes in Grad Dates.

	If the Graduation Date is Advanced	Notify via e-mail (as appropriate) the
1	During the last 2 weeks of the class	MTF, Registrar Section, ANG/AFRC Liaison
2	More than 5 duty days in an IST course	TM, Registrar Section, FSS, MTF
3	During the last 2 weeks of training	TM, Registrar Section, FSS, MTF

12.10. Prerequisite Waivers.

12.10.1. TMs refer to AFI 36-2201, *Air Force Training Program Training Management*, for information on prerequisite waivers to IST.

12.10.2. TMs approve waivers of required training when the student can provide documentation of equivalent training. Attach justification for the waiver to the TTMS Student Accounting and Attendance Record.

12.10.3. TDY students who the TM determines do not meet course prerequisites, as stated in ETCA, may be returned to their home station at the expense of their MAJCOM. The TM recommends the return, via email, which is forwarded through IS, TRF/CC, and TRS/CC to TRG/CC for approval. For ARC students, notify the appropriate ARC training liaison.

12.11. Individual Training Deficiencies.

12.11.1. Some individuals with a temporary condition may not be able to perform the practical phase (*hands on*) of training, but may be able to attend academic training. The attending physician or profile office records appropriate restriction on AF Form 422 and send copies to training and personnel authorities.

12.11.2. Such students receive a training deficiency letter. Coordinate the letter with the AFCFM prior to student graduation. The AFCFM approves receipt of the AFSC pending certification on items not trained.

12.12. Transfers.

12.12.1. A class transfer is a transfer between individual classes in the same course. Accomplish this in TTMS by assigning the student to a new PDSCLASS.

12.12.2. A course transfer is a transfer from one course to another, frequently involving the change of AFSC or shred. In TTMS, the registrar section or designee is responsible to do the transfer action in TTMS to move the student between courses or shreds, using the appropriate *T##* code. The instructor or IS then does the appropriate entry code (*EN#*) to place the student in the new course.

12.12.3. Submit an AETC Form 125A, without training or counseling records, to 2 AF/TTOC Det 1 to process course transfers related to the following AFSCs: 1P0X1, 2A0X1, 2A3X1, 2A3X2, 2A3X3, 2A5X1, 2A5X2, 2A5X3, 2A6X1, 2M0X1, 2T3X2, 2W1X1, 4N0X1, 4N1X1, 4Y0X1, 4Y0X2. Document the action in TTMS. **Exception:** This does not apply to TTMS transfers resulting from implementation of new versions of existing courses.

12.12.3.1. Annotate in the summary section of the AETC Form 125A that this is an administrative action to change the shred within the same AFSC. (**Note:** Such actions are not considered elimination/reclassification actions and will not count against future reclassification consideration.) Use the TC transfer code to document the action in TTMS. Also include in the summary section the justification for the course transfer and the new CSD and CGD.

12.12.3.2. Email requests to the 2 AF/TTOC Det 1 for final approval/disapproval. 2 AF/TTOC Det 1 will email the approval/disapproval decision to the TM and AFPC assignments. **Note:** The TRG/CC is responsible for oversight of course/shred transfers and should be aware of the impact these decisions make on production across career fields. For course transfers, the recommending official level is the course training manager or higher. Reasons for course transfer might be pregnancy or personnel reliability program (PRP) disqualification.

12.13. Accelerated Training and Delayed Graduation.

12.13.1. Accelerated Training is training that can be accomplished more quickly than programmed due to reasons such as small class size, previous experience of students, etc.

12.13.2. The TM approves classes that graduate early or late mindful of potential student-man-year ramifications (delayed graduation) and patterns requiring training plan amendments. In addition, regardless of the number of accelerated or delayed days, add a comment in TTMS. If either accelerated or delayed graduation occurs in an imbalanced

way consistently weighted toward one or the other, adjusting course parameters and gaining approval for an amended training plan is required. Any change in grad dates (accelerated or delayed) should show realistic contact hours and include brief comments providing the reason. If MRT TDY funds are in any way impacted by late graduation of seven days or more, including the current course or any follow-on course, coordination with 2 AF/TTOC and AETC/FMAM is mandatory. The TM notifies the Registrar Section of graduation deviations. Where the CGD is advanced five training days or more, the TM notifies the FSS to initiate orders amendments, if necessary. Notify the ARC liaisons and the IMSO, as appropriate.

12.13.3. Whether group-paced or lockstep, an early graduation is still technically accelerated training and is appropriately marked as such (Accel-Pass). The instructor changes the block time in the Block Component to reflect the actual completion time. Add a comment when recording the graduation training event to indicate why course personnel accelerated the block and state *“All course objectives have been met; there is no training deficiency.”* Similarly comment on delayed graduation briefly capturing the reason for the delay (time loss due to equipment repair, simulator nonavailability, etc)

12.14. Counseling.

12.14.1. Inform students of their academic progress throughout the course and counsel them as soon as any problem is detected. Counsel students whose attitude and behavior do not meet Air Force standards. Record serious deficiencies, trends of poor performance, and any other academic, discipline or conduct problems.

12.14.2. Use AETC Form 173, *Student Record of Academic Counseling and Comments*, for academic and performance counselings. Describe the academic or course performance deficiency in a short, concise narrative summary and identify the root cause for the deficiency. Use AF Form 174, *Record of Individual Counseling*, to document nonacademic counseling such as military standards infractions and any infraction where the member departs from standards of conduct, bearing, and integrity, on or off duty. Reference AETCI 36-2216. Keep counseling forms in the student's record at all times throughout training.

12.14.3. Document the reason (PC failure, block failure, safety violation, attitude, military standard, etc.), and date of counseling in TTMS. Additional TTMS comments, if included, will be in a brief synopsis format and will not duplicate counseling details already captured on the AETC Form 173 or AF Form 174.

12.15. **Discipline.** Coordinate matters of classroom discipline between the MTF and academic schoolhouse.

12.16. **Students Out of Training (SOTs).** Place Tech Training students who have graduated or been eliminated from training but did not depart the base in SOTS within 24 hours. Students in SOT status will typically have several SOT codes prior to departing the base. Update SOT codes as necessary to ensure the status is current and accurate. For example, SL# is used when the security clearance is the issue, but change to SX# when the clearance has been granted and the student is awaiting orders. Do not use SC# if the student had an assignment and orders but was delayed due to an assignment swap. Ensure the proper departure code is recorded (H##) when they actually depart the base.

12.17. Eliminations and Reclassifications.

12.17.1. **Elimination from Training.** Once a student is entered into training, there must be an event to end the training. If the student does not graduate, eliminate or withdraw the student from training. Document all elimination/withdrawal actions on AETC Form 125A with the exception of non-centrally managed Type 6 DL and non-quota (no OTA TLN) Type 4 students. Do not hold up signing the AETC Form 125A awaiting disposition of the student, unless a legal or medical review is in process. If a legal review is pending, consult the Base Staff Judge Advocate before signing the AETC Form 125A. Refer to Table 12.14. for AETC Forms 125A processing guidelines.

12.17.2. Removing Volunteer Status - Student-Initiated Elimination (SIE).

12.17.2.1. Monitor student volunteer status. Volunteer status is a prerequisite to continue in certain career fields. Students who withdraw their volunteer status cannot continue in the career field or the associated pipeline courses. Students who graduate BMT and belong to Aircrew Operations (1AXXX); Combat Control/Special Tactics Officer; Pararescue/Combat Rescue Officer; Survival, Evasion, Resistance and Escape (SERE); Explosive Ordnance Disposal (EOD); Special Operations Weather Team (SOWT); Air Liaison Officer (ALO), or Officer Space and Missile Operations may not withdraw their volunteer status before they have officially entered the course of initial entry (COIE). TRG commanders may increase the time students must remain in the COIE before exercising the option to withdraw, as long as the requirement applies consistently to all students in the course.

12.17.2.2. For AFSCs that have an SIE option, training personnel will verbally brief students during in-processing that if they exercise the SIE option, they will be subject to potential discharge. When a student exercises the SIE option, counsel them using the AF Form 174, Record of Individual Counseling that if they follow through with the SIE course of action, the commander can discharge them without further counseling. Have the student sign the AF Form 174 acknowledging the counseling.

12.17.2.3. Use the code LE# (Elimination: self-initiated) for students who withdraw volunteer status after entering training. Only use the LE# code for student self-initiated withdrawal of volunteer status. TTMS LE# elimination code comments are mandatory and must accurately capture the student's rationale for self-elimination. The AETC Form 125A will clearly indicate that the student initiated withdrawal from the career field or a requirement of the career field. When a commander recommends discharge on the AETC Form 125A following SIE, comments will include that the member was briefed and counseled according to 12.17.2.2. (**EXAMPLES:** Career Enlisted Aviator (CEA) is a volunteer choice. The officer Space and Missile Operations career field, 13S, requires a member to sign a statement that they are willing to perform nuclear weapons duty during the commission portion of the pipeline. After course entry, elimination from a technical training course based on a refusal to sign this statement or a withdrawal of this statement after signature constitutes a self-elimination.) Maintaining this status is mandatory to remain in some career fields.

12.17.3. **Typical Reasons for Eliminations from Training.** Refer to Attachment 11 for a complete list of possible reasons for eliminations.

12.17.4. **Categories of Eliminations.** There are two major categories of eliminations: academic and non academic, as noted in Table 12.10. Table 12.11 provides a more detailed explanation for each elimination type.

Table 12.10. Major Elimination Categories.

	Academic Eliminations	Non Academic Eliminations
1	Academic deficiency	Compassionate
2	Performance deficiency	Death – Other
3		Death – Training Related
4		Disciplinary
5		Medical
6		Misconduct
7		Personnel reliability program (PRP)
8		Prerequisite deficiency
9		Recall
10		Security
11		Self-initiated
12		Separated

Table 12.11. Typical Elimination Categories and Explanations.

	Academic Eliminations	Explanation: A Student
1	Academic deficiency (LA)	Fails to achieve the required level of academic proficiency during classroom training.
2	Performance deficiency (LR)	Is unable to apply safety principles or satisfactorily complete training tasks in a performance environment.
3	Non Academic Eliminations	Explanation: A Student
4	Compassionate (LV)	Has an emergency or other unusual and/or unforeseeable circumstance. If at the convenience of the AF, if the member or immediate family suffers severe personal hardship and emergency or ordinary leave will not ease the hardship, eliminate for compassionate reasons. Include notification of hardship in the supporting documentation for the AETC Form 125A. Coordinate with the registrar section, the 1 st Sergeant and commanders to determine when compassionate elimination is appropriate.
5	Death – Other (LL)	Dies while in training but not during a training activity.
6	Death – Training Related (LQ)	Dies while enrolled in training and during a training activity.
7	Disciplinary (Military Bearing) (LD)	Exhibits behavior, attitude, or lack of military bearing that prevents continuation in training. This is based on the

		student's overall behavior.
8	Medical (LM)	Is diagnosed with either a chronic or temporary physical condition (to include pregnancy) that will prevent the student from beginning or continuing training within a reasonable period of time (normally not to exceed three months.) Squadron complies with notification procedures in Table 12.5.
9	Misconduct (Academic Behavior) (LI)	Was involved in a test compromise, cheating, or a dishonest attempt/ completion of a course measurement or deliberately failed a course measurement. This is academic behavior that is within the student's control. A student eliminated from a course for misconduct will not be allowed to reapply to that career field.
10	Personnel Reliability Program (PRP) (Analysis required to determine root cause behind not meeting the requirements of this program before coding the elimination)	Cannot be ensured to perform duties involving nuclear weapons and meet the highest possible standards of reliability. This was determined either through an initial or a follow-up evaluation of the student. Failure to acquire PRP certification may not be punitive in nature; most students are re-classified into a career field that does not require PRP.
11	Prerequisite Deficiency (LP)	Is determined to not meet the initial eligibility requirements for a course.
12	Recall (R##)	Parent unit/state requests student returned home, due to extenuating circumstances or for disciplinary reasons.
13	Security (LS)	Received unfavorable results of a security investigation or clearance was suspended or revoked. This also includes PRP issues.
14	Self-initiated (LE)	Withdraws volunteer status after entering training.
15	Separated (LG)	Has been separated from the military; the elimination action is being done after the fact. This event is rare.

12.17.5. **Academic Deficiency/Performance Deficiency.** Normally, do not consider students for elimination due to academic deficiency until exhausting all reasonable attempts to help the student succeed in the current course. (i.e., SIA, counseling, washback, etc.). Describe academic or performance deficiency (LA#, LR#) in a short, concise narrative summary in Block 2 of AETC Form 125A, (**Attachment 12**, Table A12.3), identifying the root cause for the deficiency.

12.17.6. **Disciplinary.** Disciplinary (LD#), as a reason for elimination, indicates conduct detrimental to good order. This may involve behavior that prevents the accomplishment of training, a lack of responsibility toward assigned duties or continued military service, or other character disorders over which students have control and which raise doubts about fitness for continuation in training.

12.17.7. **Medical elimination.** Immediately identify and remove students discovered to have permanent medical conditions not compatible with the duties and responsibilities of the career field (LM#). Course personnel who question the student's medical suitability

for an AFSC notify the TRS/CC who ensures the student receives a medical examination. Only medical authorities may determine medical ineligibility that can result in elimination. If results of the examination are below requirements for the AFSC (OCD, ECD, or AFI 48-123, the TRS/CC completes AETC Form 125A and recommends elimination.

12.17.8. Misconduct. This occurs when a student compromises a test, makes a dishonest attempt/completion of a course measurement; or deliberately fails a course measurement (formerly known as prejudicial conduct). When course personnel give misconduct as the reason for elimination (LI#), take appropriate action. Explain to the student what constitutes misconduct and what action course personnel are contemplating. Document misconduct on AF Form 174 and AETC Form 125A. The Air Force may release a student from active duty under AFI 36-3206, *Administrative Discharge Procedures for Commissioned Officers*, or AFI 36-3208, *Administrative Separation of Airmen*, without faculty board action for misconduct.

12.17.9. Personnel Reliability Program (PRP) Eliminations. The unit PRP monitor administers students eliminated due to permanent decertification of PRP IAW DoDI 5210.42, *Nuclear Weapons Personnel Reliability Program*; DoD 5210.42-R, *Nuclear Weapon Personnel Reliability Program (PRP) Regulation*; and DoD 5210.42R_AFMAN 10-3902_AFGM1, *Nuclear Weapons Personnel Reliability Program (PRP)*; along with any locally established guidelines. Eliminate students attending courses disqualified for not meeting PRP requirements with an AETC Form 125A; consider for course transfer into another shred without PRP requirements. Do not forward eliminations for PRP purposes to the FSS (i.e. 125A) for re-classification actions when a potential transfer of a student into another shred is a possibility. In that case, use procedures identified in paragraph 12.12.3 on course transfers. Coding an elimination related to PRP must be carefully analyzed for its root cause and can be coded differently based on the analysis (e.g., LS if security issues are the root cause, LP if analyzed to be a prerequisite deficiency where PRP is required for the AFSC, LM if medical is the main root cause, etc.)

12.17.10. Prerequisite Skill/Knowledge Deficiency. Use the TTMS disqualification terminal event code (Q##) when a student is found unqualified for entry into training due to fitness/weight, skill/knowledge, medical or security reasons. If a student already entered into training is found to have a prerequisite deficiency, eliminate that student from training using prerequisite deficiency as the elimination reason (LP#). Use the AETC Form 125A to process both pre-entry disqualifications (Q##) and prerequisite deficiency eliminations (LP#).

12.17.11. Recall. Recalls are due to unexpected extenuating circumstances occurring outside the training environment. When a home unit recalls a student, remove the student from training after the school or registrar receive a memo or message from the organization commander or MAJCOM verifying the recall. (See Alternate ARC process at 12.17.11.1) Enter the appropriate recall code into TTMS (Attachment 11). Document all recalls with AETC Form 125A.

12.17.11.1. Alternate ARC Process. Coordinate all ARC recalls with the appropriate ARC Liaison office prior to processing or removing a student from class.

Submit recalls in writing to the Liaison from the Wing Commander or designee stating the reason. The Liaison will provide the recall documentation to the school authorizing the recall.

12.17.11.2. (Exception) Disciplinary Recall. The Wing Commander can recall ANG PS students to administer disciplinary action for an incident that occurs while student is in training. This recall is appropriate when Non-Judicial or Judicial punishment is warranted. Prior to release, document the recall with AETC Form 125A, and code the student with an LD, elimination for disciplinary reasons.

*12.17.11.3. A recall may be used for an initial skills pipeline student in TDY status when washback is not a viable option due to a lengthy interval until the next class start date. This action is taken in lieu of washback or elimination only when TDY expenses are prohibitive for washback (AETC/FMAM) and the intent is to re-enter the student into the same course at a later date, not to permanently eliminate the student from the AFSC. Comments on the AETC Form 125A (for recall) will indicate the intent to re-enter the student into the course and include a projected class start date. Should the initial intent change to permanently eliminate the student from the course/AFSC after the recall, but before the student re-enters the course, the decision authority will generate a new AETC Form 125A and the registrar will replace the recall code with an elimination code upon receiving the AETC Form 125A to permanently eliminate the student from the course. In this instance, the AETC Form 125A might not include a memo or e-mail exhibit (Attachment 12) since the authorizing signature on the AETC Form 125A may serve the purpose the exhibit would serve.

12.17.12. Separated. Separated is used to document an elimination that has already occurred; in this case, the documentation follows the action. For a student who is being eliminated for a stated reason and separation is proposed as a future action, the elimination will be under the actual elimination reason, not “separated”. Accordingly, elimination code LG# will have rare application.

12.17.13. Reclassification Guidelines.

12.17.13.1. SAF accessions resources are very tightly monitored and an important asset. As we are molding a quality force, it is imperative not to waste any of those resources. On the other hand, despite the best efforts of Recruiting Service to bring in the most suitable candidates, some individuals are not cut out for military service. Focus on the core values as you screen eliminees to ensure that we retain every viable airman while returning to the civilian workforce those without the attitude, aptitude and motivation to serve in the AF.

*Table 12.12. Specific Reclassification Guidelines.

	Role or Action	Guidance (Reclassification)
1	2 AF/TTOC Det 1	Cleared to reclassify an airman into an available class seat in any AFSC in the AF for which the airmen is qualified.
2	Eliminees	Defined as “students removed from training, whether by faculty board or by administrative process (AETC Form 125A). Eliminees do not include transfers or recalls.”
3	Commanders	Screen eliminatees closely to ensure retention and separation recommendations align with AFSC and AF needs. Separate those airmen lacking the attitude, aptitude and motivation to serve in the Air Force. Advise eliminatees that the AF will reclassify them based on the needs of the AF. Inform them that reclassification is the exception rather than the rule, and not an entitlement.
4		Consider the following when recommending eliminatees for reclassification or separation: Trainees receive established opportunities to succeed in their original AFSC; to include well-documented SIA, wash back, and retest opportunities. Difficult retention decisions may be required if established opportunities fall short of graduation. Instructor/instructor supervisor/MTL staff spend the greatest amount of time with trainees, have the best overall picture of trainees’ abilities and attitudes, and are important sources of guidance.
*5	Documentation of Substandard Behavior	Separation is warranted for trainees who exhibit disciplinary or motivational problems for which there is appropriate documentation (Article 15, LOR, RIC). With the exception of AFSCs requiring PRP or Top Secret clearance, airmen eliminated for disciplinary reasons should be separated. Do not recommend airmen for reclassification in these situations unless minor offenses make them ineligible for PRP certification or Top Secret clearance needed for their current career fields. Entry level airmen should be discharged if unsatisfactory performance or conduct shows they are not qualified to be productive members of the Air Force. (Note: For further guidance on separation, see AFI 36-3208, Section D, entry level performance or conduct.) If there is insufficient justification for separation, either disapprove the elimination and return the student to the classroom or make retention recommendations. Commander’s comments (recommendation for retention in the AF) on the AETC Form 125A are mandatory.
6	Specific Recommendations and Comments	Make AETC Form 125A comments specific to the situation so that they are helpful in making career affecting decisions. Include any extenuating information that would be useful in making the best reclassification. See Attachment 12 . (Note: Commander’s comments (approval authority comments) on the AETC Form

	Role or Action	Guidance (Reclassification)
		125A are mandatory).
*7	Avoiding Multiple Reclassifications	Avoid multiple reclassifications of students who clearly do not meet acceptable academic, performance, conduct, bearing and behavior, discipline, medical, or other standards necessary for mission accomplishment. The wing commander (381 TRG/CC at VAFB) is the approval authority for students recommended for a second reclassification. Students will not be reclassified more than two times. Ensure commander's (recommendation for retention in the AF) comments are specific and address abilities, limitations, and any extenuating information that would be helpful in making the best reclassification determination. Exception: When a commander recommends retention to move an airmen from one Battlefield Airmen AFSC to another Battlefield Airmen AFSC or from one hard-to-fill AFSC to another hard-to-fill AFSC (e.g., PJ to TACP or TACP to EOD) because it better fits the airmen's competencies and the needs of the Air Force, the reclassification does not require Wing approval to process and does not count toward the max number of reclassifications allowed for the student.
8	TRG Responsibilities with respect to Reclassification.	Forward AETC Form 125A elimination packages to the servicing FSS for reclassification when members exhibit strong potential for further AF service (e.g., morale, academic, and physical) or separation when they do not exhibit this potential. Ensure commander's (approval authority) comments on the AETC Form 125A are specific and address abilities, limitations, and any extenuating information that would be helpful in making the best reclassification determination. Note: If commander (approval authority) comments are inadequate, 2 AF/TTOC Det 1 will return packages to the TRGs. For airmen recommended for reclassification, see attachment 13 for a sample message.
*9	Force Support Squadron (FSS) Responsibilities with respect to Reclassification	Submit airmen for selected reclassification AFSCs if they meet minimum entry requirements per Air Force Enlisted Classification Directory (AFECD). Email reclassification messages to 2 AF/TTOC Det 1. Include electronic copies of the AETC Form 125A and the TTMS ST Report. Do not include RIC, LOR, or Articles 15. The original reclassification message will indicate all AFSCs for which the trainee qualifies.
10		Separate airmen who do not meet minimum entry requirements for authorized reclassification AFSCs.
11		Query members regarding interest in a transfer to the ANG/AFRC. For members who choose to pursue transfer, forward separation packages to the in-service ANG/AFRC recruiter for review and evaluation.

12.17.14. **Type 6 DL Eliminations.** For Type 6 DL courses where course enrollment dates are tracked, course personnel may eliminate students due to failure to meet the standard to include minimum grade and course completion time requirements. (See additional guidance in Table 12.13)

Table 12.13. Guidance on Type 6 DL Eliminations.

	Action	Centrally Managed Type 6 DL	MAJCOM Managed Type 6 DL
1	Withdrawal	Students may be withdrawn from training as a result of mission requirements, emergency leave, medical, and any other reason beyond the student's control without enrollment penalty. The TRG will make final determination of the student status in context of the underlying situation.	Same
2	Elimination	TM coordinates if student did not meet course standard to include minimum grade and course completion requirement time.	Same
3	Applying re-enrollment penalty when course has time completion standards (optional if desirable within the career field)	The TRG may approve extensions to completion time at its discretion if the student has a legitimate reason for noncompletion within the prescribed timeframe. If the student has no legitimate reason, TMs may impose a re-enrollment penalty of 6 to 12 months from elimination date. Include details in the ETCA course announcement and coordinate it with the enrollment manager. Note: For courses where this has been applied, the schoolhouse has had to act as an intermediary in managing TLN requests or other processes have to be put in place to manage the enrollment process.	Same
4	Recommend	The Type 6 DL POC may make recommendations for elimination or withdrawal based on his or her observations of attendance,	Same

	Action	Centrally Managed Type 6 DL	MAJCOM Managed Type 6 DL
		performance, and student conduct.	
5	Develop Elimination Survey and Make Them Readily Available	In order to gather data for students eliminated or withdrawn from training, the training group will develop an elimination survey and make it available to Type 6 DL POCs to be completed on all eliminated and withdrawn students. The purpose of the survey (see sample in AETCI 36-2208, <i>Job Site Training</i>) is to determine reasons for not completing Type 6 DL courses. The data gathered should cover reasons under and not under direct AETC control.	Same
6	Complete Elimination survey	Type 6 DL POC or instructor completes with eliminated student and forwards to DGR	Same
7	Follow-up Elimination Survey	Completed elimination surveys are returned to the distribution function and forwarded to the course TM. If an elimination trend develops, the course TM will determine the best course of action to reduce/eliminate future eliminations. TMs will ensure the responsible parties institute required changes to the course and follow-up to ensure they had the desired effect. The TM will elevate concerns outside AETC's span of control to 2 AF/TTOC for appropriate action.	Same
8	Execute Responsibilities	The Type 6 DL POCs perform responsibilities IAW AETCI 36-2201. TRGs receive recommendations from Type 6 DL POCs on student eliminations, but TRGs make decisions on student elimination and graduation. TRGs will issue	

	Action	Centrally Managed Type 6 DL	MAJCOM Managed Type 6 DL
		guidance to Type 6 DL POCs to enlist their help in conducting course evaluations as necessary.	
9	Elimination Documentation	The TRG responsible for the Type 6 DL course prepares the AETC Form 125A on eliminatees from mandatory courses (i.e., 7-level craftsman courses) and forwards to registrar for storage	The Type 6 DL POC forwards the AETC Form 325 and elimination survey with a recommendation and supporting justification for elimination or withdrawal to the TRG distribution function who forwards the documentation to the TM. AETC Form 325 with student's name lined out and associated reason for elimination briefly recorded serves as the elimination documentation for storage. See instructions for AETC Form 325 at Attachment 9 .

12.17.15. **Documentation of Eliminations.** Document eliminations on AETC Form 125A, to include centrally-managed Type 6 DL. **Exception:** Document 982 TRG non-AFSC awarding training eliminations on AETC Form 325. For other than mandatory 7-level craftsman courses, the Type 6 DL POC forwards the AETC Form 325 and elimination survey with same info but TRG is not required to complete 125A package.

*Table 12.14. Initiating Elimination Paperwork.

	Topic	Activity (Elimination Paperwork)
1	Student placed in IITS	Commanders have 3 duty days to sign the AETC Form 125A, Record of Administrative Training Action. The 3 duty day period begins with entry of the ineffective code into TTMS and ending with the commander's signature in Section III of the Form 125A. Exception: In the case of a medical or legal review, the 3 duty day period begins upon completion of the review.
*2	Level of initiation	Any level within the school may initiate an AETC Form 125A, but the elimination/withdrawal recommendation (Section I) is normally authorized (signed) by the TRF/CC or chief or TRS/CC or equivalent responsible for the training. - Either the school or the appropriate unit with administrative responsibility for the student will initiate non-academic eliminations. - For ANG/AFRC students, coordinate student disposition with the appropriate liaison. - For international students, the IMSO initiates nonacademic eliminations when applicable.
3	Package preparation	- Include a copy of the digitally signed AETC Form 125A, or the completed and authenticated original hard copy (hand-signed), the TTMS Student Training Report (AF-led course) from the course of elimination and any qualifying courses, and the BMT report card, if available. - Supporting documentation will include previous counselings. - Ensure information regarding elimination is consistent on all forms, to include the elimination date and reason. - GSUs see table 4.16.
4	Coordination	- For students being eliminated from a prerequisite course, the approval authority coordinates with the follow-on course TRS/CC. - For ANG/AFRC students, coordinate with the appropriate liaison office prior to initiating AETC Form 125A.
5	Reversing and Rescinding an Elimination	In the event a commander, legal or higher authority reverses an elimination decision after course personnel filed a 125A and entered the elimination code in TTMS, a memo with the TRS or TRG commander's signature rescinding the 125A will be sent to the registrar before removing the elimination code.

	Topic	Activity (Elimination Paperwork)
6	Reversal of Recommendation	If the reversal is not rescinding or reversing the elimination, but is reversing the recommendation on a signed AETC Form 125A then the schoolhouse must generate a new AETC Form 125A. Ensure commander's (approval authority) comments on the AETC Form 125A are specific and address abilities, limitations, and any extenuating information that would be helpful in making the best reclassification determination. Likewise, if the recommendation is discharge ensure commander's comments on the AETC Form 125A are specific to the rationale for the discharge.

Table 12.15. The Typical Disposition of Eliminated Students.

	Student type	Disposition
1	NPS – enlisted	Discharge or reclassification
2	Officer	Discharge, reclassification
3	Other students	Typically return to home unit
4	Internationals	IMSO provides direction

***Table 12.16. Determining the Disposition of Eliminated Students.**

	Students Recommended For	Issue	Resolution (Determining Disposition of Eliminated Students)
1	Discharge from the AF	Student placement	Use transition flights where available. AFI 36-3208 addresses that TRGs may isolate NPS students from the other NPS airmen pending separation
2		ARC students	ANG/AFRC training liaisons assist with disposition of these students.
*3		ANG students	No TRG, to include 737 TRG, has the authority to discharge Non Prior or Prior Service ANG members; return them to their home unit for disposition or discharge by the state. Non Prior service members undergraduate pilot training (UPT), professional military education (PME) and fliers on a seasoning day status that train overseas have to attend in a Title 10 status, and are subject to the Uniform Code of Military Justice (UCMJ). Notification to the ANG Training Liaison must be made on all ANG members pending elimination. The AETC Form 125A must have ANG Liaison coordination. Provide a copy of the finalized 125A to the Liaison.

	Students Recommended For	Issue	Resolution (Determining Disposition of Eliminated Students)
4		AFRC	Notify AFRC training liaison of decision to separate. The AETC Form 125A must have AFRC liaison coordination. TRS/CC makes a recommendation for discharge to TRG/CC, same as for ADAF students. Liaisons provide MilPDS documents as necessary. TRG/CC provides entry-level separation for AFRC students and provides AF 100, Separation Orders. Provide a copy of the finalized 125A to the liaison.
5		TTMS	Place students recommended for discharge in SOTS pending separation (<i>SV#, Enlisted, SW#, Officer</i>). Enter the TTMS departure code (<i>H##</i>) for any student in SOTS upon permanent departure from the base.
6	Reclassification	Applicability	Reclassify students in a timely manner to reduce costs.
7		Commander's Process	See Table 12.12. Exception: GSU reclassification authorities may conduct telephone interviews.
8		AFRC	Upon recommendation for reclassification by TRS/CC, as indicated on AETC Form 125A, AFRC Training Liaisons will arrange for reclassification of NPS students only, while they remain in-place. If no valid position exists for the student, entry-level separation will be necessary. Return PS students to PDS as soon as elimination is confirmed by AETC Form 125A or other document.
9		ANG	Upon recommendation for reclassification by TRS/CC, as indicated on AETC Form 125A, the ANG Training Liaison will coordinate the students return to PDS for reclassification.
*10		Multiple reclassifications	The approval authority for students recommended for a second reclassification is the wing commander (381 TRG/CC at VAFB).
11		Medical reclassifications	Normally, recommend reclassifying a student eliminated from a career field due to medical concerns when the member meets qualifications of other career fields; however, evaluate the student's current performance and attitude. Consider medical limitations in recommendations for potential AFSCs.
12		Communication on Medical	MTLs contact the FSS on medical or administrative holds to ensure that FSS personnel are up-to-date on

	Students Recommended For	Issue	Resolution (Determining Disposition of Eliminated Students)
		Holds	the latest status.
13		Referral	Refer ADAF students who desire further training to the FSS's classification and training section for counseling.
14		Documentation	An elimination or reclassification message to request further training.

Table 12.17. Guide for Briefing Students on Elimination from Training.

	Activity	Action (Guidance on Briefing Students on Training Elimination)
1	Administrative Elimination	Inform student that action is being initiated to eliminate him/her from training.
2		Explain the elimination procedure.
3		Brief student on the training status while administrative action is pending.
4		Inform the student that he/she will be notified of final elimination action.
5		Brief students on reassignment procedures upon withdrawal or elimination.
6	Faculty Board	Purpose: to consider only the academic deficiency or substandard student performance that affects academic achievement, and whether there is sufficient cause to eliminate the student from training (academic elimination).
7		Optional at the discretion of the local commander or appointing authority when the review process for the elimination proves inadequate. A faculty board is not a student entitlement. The faculty board lengthens the reclassification/discharge/continuation in training decision process. Use it as the exception not the rule. Clear facts surrounding an academic/administrative elimination preempt the need for a faculty board in most cases. Timely, decisive action and involvement on the commander's part are vital to keep the disposition process moving forward.
8	When decision is made to proceed with faculty board	Give students a letter of notification.
9		Have student acknowledge receipt by endorsement.
10		Inform student of the training status while pending board action.
11		Inform student of the Right to request legal assistance and advice before the board

	Activity	Action (Guidance on Briefing Students on Training Elimination)
		meets rather than formal representation during board proceedings. Right to request waiver of faculty board action by submitting a request in writing to the appointing authority. If the waiver is granted, the student is eliminated from training.
12		Inform student of witnesses to be called by the board and ask if the student wants witnesses called on his/her behalf.
13		Let students review all exhibits (records or documentation) the faculty board will review.
14		Explain faculty board proceedings to the student relative to Uniforms Reporting Right to testify, make statements, or remain silent Right to question witnesses Sequence of faculty board events Board findings and recommendation
15		Explain review and approval procedures.
16		Inform students that they will receive notification of action by the approving official.
17		Explain possible reassignment action or release from active duty under current separation policies if a commander chooses to eliminate a student.
18	If international student is involved	Immediately notify the IMSO who will make all necessary contacts.
19		When appointing the student's Country Liaison Officer as a nonvoting member, identify the member as a member of the AETC staff, and indicate the country he or she represents.
20		Follow the action above with an electronic message to AFSAT within two workdays. Send an information copy to SAF/IAP, the appropriate security assistance organization, and the CLO, if applicable. Include the student's name, grade, country, line number, project, and the reason for the faculty board

Table 12.18. Composition and Roles of Faculty Board.

	Role or Category	Guidance (Composition and Roles of Faculty Board)
1	Composition	Three voting members senior in rank to the student, a recording secretary, and any nonvoting members who are invited to participate. For reviewing a military member at least two out of three voting members will be AD military allowing for one civilian member with rank equivalency senior to the student and active in a training professional series or leadership position.
2	Other qualifications / limitations	For ANG or AFRC students, contact HQ AETC/CG or RF to determine if a nonvoting representative is required.
3		The recording secretary must be a military member when a military student is before the board and a commissioned officer when a commissioned officer is before the board
4		The senior voting member serves as president.
5		No person who has instructed or recommended the member for elimination may be on the board.
6	Appointing Official	Publishes orders appointing members of the faculty board. The orders will specify the purpose and duties of the board.
7		Ensures each faculty board member understands the functions, duties, and procedures of such a board
8		Ensures students are notified in writing to appear before a faculty board and obtain written acknowledgment from the student (Attachment 14).
9		Ensures students are briefed on faculty board procedures, including the following information: students may submit evidence, call witnesses, question witnesses, elect not to make a statement, or elect to make a sworn or unsworn statement to the board. If students make a sworn statement, they are subject to cross-examination by members of the board.
10	Board President	Conducts faculty board in a military manner with due respect accorded to individual's dignity and rights.
11		Fully develops and clarifies all relevant information in the student's record.
12		Grants the student the opportunity to fully present his or her testimony or evidence, and to question witnesses.
13		Rules on questions of order and procedure, and the admissibility of evidence.
14		Conducts a vote on faculty board findings and recommendations.
15		Submits a report of faculty board findings and recommendations to the appointing official. The report will contain a summary of proceedings, testimony, pertinent documents, and the signatures

	Role or Category	Guidance (Composition and Roles of Faculty Board)
		of voting board members. The report will become an exhibit to the AETC Form 125A (Attachment 12 , Table A12.1).
16	Recorder	Designates the board room.
17		Notifies necessary personnel of time and place of the board.
18		Ensures all aspects of the case are fully developed.
19		Maintains an electronic recording or written notes of the proceedings to aid in the preparation of board summaries. Retain the recording (or notes) for at least 120 days.
20		Prepares a summary or record of the board proceedings to include the following: references to the specific records the board reviewed, a list of witnesses appearing before the board, a resume of the testimony of each witness, a description of any extenuating circumstances that may have contributed to a student's deficiency, a summary of the major factors and specific rationale the board considered in arriving at its finding and recommendations.

Table 12.19. Board Conducted Under AFI 51-602, *Boards of Officers*.

	Detail	Reasons to Use the Board of Officers
1	Circumstances may require a board hearing under AFI 51-602 when	The issue is or becomes the potential separation from the Air Force: examine AFI 36-3206 for officers and AFI 36-3208 for enlisted.
2		The circumstances involve misconduct and the inquiry is into the nature of the misconduct (including whether the misconduct occurred) rather than the effect of the misconduct on academic proficiency.
3		Students are officers and the inquiry will determine whether the deficiency resulted from factors within the student's control.
4		The authority deems the procedures warranted and imposes the requirement.
5		Findings may result in other serious administrative actions or financial liability.
6	If an officer board is formed under AFI 51-602	Refer to this instruction or to the particular AFI/AFP that grants them entitlement for more particular guidance/restrictions on membership.

12.17.16. **Approving Eliminations.** Officer elimination requires 2 AF/CC approval when recommended for misconduct.

Table 12.20. Officer Elimination.

	Officers Being Recommended for Elimination from IST for	Prepare AETC Form 125A
1	Misconduct and the misconduct is serious enough to warrant discharge under AFI 36-3206	Through Section I to include signature and forward to 2 AF/CC. The 2 AF/CC will sign the AETC Form 125A indicating approval of the elimination and initiate discharge action.
2	Misconduct and the misconduct does not warrant discharge	Through Section I to include signature and forward to 2 AF/CC. The 2 AF/CC signs the AETC Form 125A indicating approval of the elimination and makes recommendations to HQ AFPC concerning reclassification.
3	Any other reasons	Through signature in Section II (See Table 12.21 for approval authority). Offer the officer eliminatee the following options: Opportunity to reclassify into a new career field Apply for a blue to green interservice transfer Voluntarily separate

12.17.17. Actions Based on Officer Choices. If an officer chooses:

12.17.17.1. To reclassify, AFPC identifies an appropriate career field for retraining, based on the needs of the AF and officer qualifications.

12.17.17.2. To voluntarily separate, the officer must acknowledge counseling on the possibility all or a portion of his/her education costs and/or bonuses received are subject to recoupment based on AFI 36-3206. The training commander (elimination approval authority) and/or the FSS briefs the member and requires them to sign an Officer Training Eliminee Recoupment Statement.

Table 12.21. Approval Authority if Officer Misconduct Not an Issue.

	Topic	Explanation
1	Approval Authority for AETC Form 125A	TRG/CC or CD May be delegated to the TRS/CC or equivalent other service commander. When the TRS/CC is not on-station because of leave or TDY, the official on G-Series orders may approve the AETC Form 125A.
2	CC Recommendations Changed after Signature	Accomplish a Corrected Copy AETC Form 125A to document change. Hand carry the original Corrected Copy (faxed by GSUs) to registrar section NLT the next duty day following the change.

***Table 12.22. Processing Completed Elimination Packages.**

	Issue	Due	Action
1	Signed elimination package	Next duty day	Submit package with a (digitally-signed or authenticated original) of the AETC Form 125A and all exhibits to the Registrar Section, with an official copy (without attachments) to the FSS. (Attachment 12) Exception: GSU faxes entire package to the TRS. A faxed or electronically attached copy of the authenticated original AETC Form 125A may serve as the source for an official record-keeping copy with the registrar.
*2	Storage of completed elimination package (official record)		Registrar Section maintains the signed elimination package, with all supporting documentation IAW the Air Force Records Disposition Schedule (RDS) on the Air Force Records Information Management System (AFRIMS).

12.17.18. **Elimination Processing Time.** Time is tracked from the point where the member goes ineffective through the approval authority signature. Time should not exceed three duty days. Each TRS tracks processing time until the Registrar Section logs and acknowledges receipt of the completed elimination package.

12.17.19. **TTMS Statuses Pending and After Elimination.** Update in TTMS student status changes resulting from an elimination action, using the AETC Form 125A as the source document.

Table 12.23. Applicable Status Code Actions in Relationship to Eliminations.

			TTMS Code	
	POC	Action: Update TTMS to Reflect	AF NPS student	All other students
1	MTL, I, IS	Ineffective code	I##	I##
2	Registrar	Elimination code and comment summarizing the reason that caused the elimination.	L##	L##
3	Registrar	Initial out-of-training code	S##	
4	MTL	Student's SOT code change, if applicable	S##	
5	MTL	Student's departure from base	H##	

Table 12.24. Enlisted Reclassification Decisions–2 AF/TTOC Det 1/DXR

	Role	Responsibility
1	Is responsible for	Furnishing guidance and instructions on reclassification of all airmen eliminated from TT and identified for further training.
2	Is the approving authority	For all reclassification decisions, including ones that may result from students awaiting security clearances.
3	Coordinates	Reclassification decisions with functionals as necessary (AF/A1PT, A3O, 2 AF, and AFPC).
4		This is a collaborative approach (in consultation with the student when necessary) among aforementioned entities to make effective use of personnel to meet the Air Force's mission

Table 12.25. Guidance When Retention is Recommended Following Elimination.

	Student Type	Action
1	NPS student eliminated from a course, but retained in the AF	The FSS sends a message to 2 AF/TTOC Det 1 to request reclassification (Attachment 13) with an information copy to HQ AFPC/DPAA5 TTG Inbox (Professional Student and Language Assignment Section) to delete the eliminee's end assignment.
2	PS eliminations	Units send the reclassification message IAW this table and Attachment 13 .

*12.17.20. **Reclassification Decisions and Actions.** Individually reclassify eliminees IAW AFI 36-2110, *Assignments*. If an eliminee is to be retained, 2 AF/TTOC Det 1 decides where to best use the individual based on the information provided in the reclassification message, AF needs, and airmen skills/abilities and preferences. When a student is reclassified, forward a copy of the TTMS student training report (AF-led course) and Lackland AFB Form 205, *Basic Military Training Student Performance Summary*, to the next TRS.

12.17.21. **Reclassification Documentation.** 2 AF/TTOC Det 1 annotates the reclassification action on a copy of the eliminee message, sends it to the losing FSS with courtesy copies to the gaining registrar, losing registrar, and HQ AFPC/DPAA5 TTG Inbox.

Table 12.26. Exceptions for Eliminations of Certain Student Types.

	Eliminee	Special Action
1	TDY Student (funded under the AETC MRT TDY-to-School program)	<p>The TRS coordinates prior to approval with 2 AF/TTOC on changes (wash-back, medical hold, elimination, disciplinary holds, etc.) that result in a training delay or change greater than 7 academic days.</p> <p>Initiate the process to approve amending orders as soon as delay is known but NLT 10 days after student was eliminated or washed back from class or TRS is notified of pending action (whichever is sooner).</p> <p>Coordinate all pipeline and TDY en route to PCS students directly with AETC/FMAM who works jointly with 2 AF/TTOC.</p>
2	Retrainee	<p>Considered students during an elimination process.</p> <p>Accomplish the student eliminee message according to AFI 36-2626, <i>Airman Retraining Program</i>, and send to HQ AFPC/DPPAET for disposition instructions. Return eliminated retrainees in TDY status to their parent unit for disposition within 3 duty days after the AETC Form 125A approving the elimination is signed.</p> <p>Report eliminated PCS without PCA students to the parent MAJCOM within 1 duty day after the AETC Form 125A approving the elimination is signed.</p>
3	ANG	<p>The TRS/CC or MTL immediately notifies the ANG liaison at the TRW. The liaison notifies the member's unit of elimination within 24 hours. Cite the reason for elimination and recommended action.</p> <p>The eliminee remains at the TRW until the liaison, in coordination with the home unit, decides what action will be taken.</p> <p>The liaison counsels the eliminee to ensure he or she is familiar with out-processing requirements.</p> <p>The liaison forwards a copy of AETC Form 125A to the student's servicing FSS.</p> <p>Members of the ANG that attend TT Undergraduate pilot training (UPT), professional military education (PME) and fliers on a seasoning day status that train overseas have to attend under Title 10 USC, and are subject to the UCMJ.</p> <p>Each state adjutant general has the authority to recall a student to his or her home base for disciplinary action.</p>
4	AFRC	<p>Immediately notify the Reserve liaison who contacts AFRC/A1KE for disposition and forwards one copy of AETC Form 125A.</p>
5	International Students	<p>Contact the IMSO when a student is experiencing difficulties that may lead to elimination. The IMSO contacts AFSAT for guidance.</p> <p>The IMSO initiates nonacademic elimination packages, the TRS initiates academic elimination packages and forwards to the IMSO.</p> <p>The IMSO processes the package and forwards through the TRW to AFSAT/CC, Randolph AFB TX.</p> <p>The package must contain the TRS/CC's recommendation of removal from training and all supporting documents.</p>

Table 12.27. Training Orders or Amending Administrative Orders.

	Student Type	Action
1	AFRC	Coordinate all orders amendments with the supporting AFRC liaison who contacts student's home unit for issuance of modifications.
2	ANG	Coordinate all orders amendments with the supporting ANG liaison who contacts the student's home unit for issuance of amendments.
3	AETC MRT TDY to School Funded	The TRS coordinates in advance with 2 AF/TTOC potential delays greater than 7 academic days due to washbacks, medical hold, elimination, disciplinary holds, etc. This approval is needed for amending training orders or administrative orders and should be initiated as soon as delay is known, but NLT 10 days after student was eliminated or washed back from class or the TRS is notified of pending action (whichever is sooner). Coordinate directly with AETC/FMAM all pipeline and TDY en route to PCS student delays. AETC/FMAM works jointly with the OPR on MRT issues – 2 AF/TTOC.

12.18. International Students.

*12.18.1. AFSAT is the MAJCOM equivalent for quota allocation, confirmation, and OTA accounting for international students. AFI 16-105 (I), *Joint Security Cooperation Education and Training*, prescribes the education and training for international personnel. This is a joint publication that applies to active and reserve components of the Army, Navy, Air Force, Marine Corps, and Coast Guard for security assistance.

12.18.2. The IMSO at each base is the liaison between the student and AFSAT. When a student is experiencing difficulties that may lead to elimination, training personnel contact the IMSO who, in turn, contacts AFSAT for guidance.

Table 12.28. Process to Load International Military Student (IMS) Information in TTMS.

	Timing	POC	Action
1	45 days before CSD	AFSAT/TOS	Load filler data in OTA as a place-holder until an IMS's identity is known
2	No later than 1 day before CSD	AFSAT/TOA	Uses necessary means to gather student identities and load student data in OTA
3	Upon arrival	IMSO	Verifies accuracy and completeness of OTA data Sends 2 copies of orders to Registrar Section

12.18.3. IMSs being considered for academic elimination may request a faculty board prior to elimination. International Military Student Office (IMSO) advises student of nature of faculty board and assists IMS in decision for whether to request the board. The TRS notifies the IMSO at least 10 days before scheduled board proceedings. The IMSO informs AFSAT and the senior student from the individual's country. Process board proceedings as expeditiously as possible.

12.18.4. If the IMS is eliminated, cite the specific cause. Do not cite English language proficiency as the specific cause of elimination; however, if it was a contributing factor, note in board proceedings. The eliminated IMS receives no further training without approval from AFSAT or the country concerned.

12.19. Leave.

12.19.1. **ADAF Students.** The TRS/CC (for GSUs, the unit CC/chief, or equivalent) is the final approval authority for emergency leave, although, for NPS students commanders may delegate, in writing, to the MTF/CC. Regular leave is not normally granted to students in SOTs pending reclassification following elimination; if regular leave granted to a SOTs pending reclassification is approved by the TRS/CC or GSU unit CC/chief, who ensures the student is available during the reclassification process and for the new training CSD following reclassification. Leave is not normally granted between phases of training. **Exception:** Leave may be granted during Holiday Exodus. **Exception:** If leave is granted between training locations, the TRS will notify the follow-on course of the student's leave and when he/she will arrive at the next location.

12.19.2. **Special Holiday Leave Provisions.** AFI 36-3003, *Military Leave Program* establishes holiday leave provisions, but also allows for not charging leave when the member performs authorized duty either at the TDY site or the permanent duty station. However, the AFI does not establish a detailed process for commander communication and accounting for duty at the permanent duty station should the student seek such an arrangement during a training session that overlaps the holiday season. The purpose of Guidelines for Special Holiday Leave, Table 12.29, is to grant general guidance for leave along with specific guidance on how to document and verify that duty actually took place as stated if duty at the permanent duty station was arranged over the holiday break.

12.19.2.1. Guiding the student in the right direction when it comes to leave questions and providing the student a memo template to arrange holiday duty at the Permanent Duty Station if requested is the combined responsibility of all in the TRS and MTF to whom the student may appeal for help or guidance in this area. (MTL, I, IS, TM). ARC liaisons also inform students in their respective areas and point them in the right direction.

Table 12.29. Guidelines for Special Holiday Leave and Duty at PDS.

	Category	Guidance (Special Holiday Leave and Duty at PDS)
1	Ordinary Leave	Students may take up to the amount of leave they accrue, or will accrue during the period of their orders, at their own expense.
2	Advanced Leave	Is authorized.
3	Excess Leave	Is not authorized.
4	Travel Orders	For the purpose of the holiday closure period will NOT be issued.
5	Students who Remain at School	Perform duties as required by the training organization.
6	Duty at the Permanent Duty	Students who live within commuting distance of their PDS, or who will otherwise lodge within commuting distance of their PDS (at their

	Category	Guidance (Special Holiday Leave and Duty at PDS)
	Station (PDS) during the Formal School Holiday Closure	own expense) for the duration of the Duty @ PDS, may return at their own expense to perform duty during the holiday closure period. This is at the member's request and convenience. They must have written authorization from the TRS commander, coordinated with their Permanent Duty Station (PDS) commander. (See Attachment 15) Authority: AFI 36-3003, Paragraph 6.1.3. and JFTR U-4175. This duty is performed at no-cost-to-the-government. Approval authority rests with the training squadron commander (TRS/CC) or authorized representative, with the duty being "concurrent" by or coordinated with, the PDS/CC, or authorized representative.
7	Constructive Computation of Travel Expenses	According to JFTR U-4175, actual and allowable expenses will be reimbursed up to but not more than the cost of expenses that would have been incurred if the student had remained at the training location. A TDY student who checks out of lodging may then use that authorized expense "saved" to offset the actual and allowable expense of mileage or airfare (only if tickets are purchased through a CTO) for travel to the PDS location and return. An NPS Student assigned to a no-cost lodging MTF, or a PCS Student with no lodging or per diem entitlements would benefit little from this program, except it would save leave, or allow the student to return home for the duration of the holiday break, when the student did not have sufficient leave for the duration.
8	Recall	Not permitted under any circumstances. The PDS/CC cannot authorize or direct a member to return to perform duty as this would constitute a unit recall, which is prohibited. A recall action terminates course enrollment, cancels the training line number, and precludes the student's return after the holiday period.
9	Definition of Duty or Suitable Work	Consider duty or suitable work to be comparable to the type of duty a student would perform at the training location during the holiday break, to include: cleaning details, runner, answering phones, or helping in the area of the student's assigned AFSC. Specific duty within the student's assigned AFSC is not required. Note: Duty cannot be performed at the student's home of record (no telecommuting).
10	Departure and Return	Students may not depart earlier than nor return later than times authorized by school officials. Training squadron commanders are the final authority for approval.
11	Memo Requesting Duty at the Permanent Duty Station (PDS) during the Formal School Holiday Closure	Complete (Sample at Attachment 15) through the first indorsement prior to departure. The member completes the required information and faxes to the PDS/CC for indorsement. The technical training squadron that the member is assigned to provides the memorandum for their students. Provide a copy of the completed memorandum to the Liaison Office and submit with the travel voucher at the end of training.

Table 12.30. Typical Schedule and Corresponding Statuses for NPS Arrivals from BMT.

	Week of Arrival from BMT	Day	Activity	Status	Time in Days
1	Yes	Mon	Arrival		1 day
2	Yes	Tue – Thur	In-processing	ZP	3 days
3	Fri through Thur of the next week	Fri – Thur	Expected Training Entry	AE#	1-4 days

12.20. Scheduling Concepts and Problems

12.20.1. Week Groups. BMT students are accessed and assigned to a particular week group and remain in that week group (unless recycled, put on medical hold, etc.) until BMT ships them out. Week groups are developed from the Technical Training class schedules. Both Air Force Recruiting Service and BMT rely heavily on the week group integrity to allow for a smooth flow within the accession pipeline.

12.20.2. The Classification Process. 2AF TTOC Det 1 matches students with available jobs and class seats. Students with GTEPs enter the AF with a guaranteed AFSC but no specific TT CSD. Other students are Aptitude Index enlistees with a guarantee of a specific aptitude area (Mechanical, Administrative, General or Electronics) but no guarantee of a specific AFSC. During the weekly job spin, both GTEP and AI enlistees are classified into a specific TT CSD compatible with their BMT Week Group. Occasionally, the available jobs in the weekly Job Spin imperfectly match the available skills or quantity of available students to be classified. This may occur because the actual BMT attrition for that accession week was in excess or lower than the expected BMT attrition either overall or in specific aptitude areas. If BMT attrition was higher than expected, the BMT arrivals may be lower than required to meet TT entries. If BMT attrition was lower than expected, the Job Spin will have more students than jobs. As a result, the job spin will classify students to TT CSDs in advance of those associated with the BMT Week Group being classified. Because the TT CSD is in the future, such BMT students are considered *futured*. Washbacks at BMT (called recycles) could also contribute to too few or too many BMT arrivals for TT CSD.

12.21. Students Not in Training (SNIT). SATs, SOTs, and IITs are collectively known as SNIT. These statuses are used to identify and track resident students not productive in their training experience. Do not place students scheduled for or enrolled in MTT or Type 6 DL, in SAT, SOT or IIT statuses. Disenroll students returned to parent units, deployed or otherwise productively used, just not in a training environment.

12.21.1. Out of Training Rosters. Use TTMS SAT, SOT, and IIT rosters to track SNIT. Training personnel who input TTMS data are responsible for the accuracy of the SAT, SOT, and IIT Rosters. Track such students by the root cause action and the remedy action required. Elevate trends where management assistance could result in more expeditious movement of students. Commanders at all levels use these rosters to track students not in training and efficiently manage student resources.

Table 12.31. Key Management Tools Applicable to Students In and Out of Training.

	Student Category	Title	Explanation	Tool
1	SIT	Student In-processing Training	Time for NPS student (ADAF, Guard, Reserve) to receive key in-processing briefings.	TTMS Alpha Roster
2	SAT	Student Awaiting Training	The student is available to begin training but the CSD is in the future. Occasionally, the student may be unavailable to enter training due to medical or security clearance reasons.	TTMS Upfront SAT Student Roster
3	IIT	[Student] Ineffective In Training	The student has entered training but is not currently in the assigned class and has not been eliminated or graduated. The student is expected to return to the same course to complete training.	TTMS Upfront Ineffective Student Roster
4	SOT	Student Out of Training	The student has been eliminated or has graduated from training but has not departed the base.	TTMS Upfront SOT Student Roster
5	Elim	Elimination	Decision to reclassify a student, placed in IIT, through initiation of AETC Form 125A.	TTMS Upfront Elimination Student Roster
6	Reclass	Reclassification	ADAF NPS student eliminated from IST and recommended for reclassification into another AFSC. (This is the time from the date of the initiating signature on the AETC Form 125A to the date of the approving signature.)	AETC Form 125A, Record of Administration Training Action

Note: Use the Elimination Roster to track who was eliminated, but the Ineffective Roster to track how long it took to eliminate them.

Table 12.32. How to Categorize SATs.

	SAT Code Basis: Student Available?	Code	Explanation
1	Available, waiting on training start	AE#	Class seat is not available.
2	Not available	AA#	Student unavailable due to delay, excessive absences, AWOL
3	Not available	AC#	Confinement
4	Not available	AD#	Administrative Reasons
5	Not available	AL#	Leave (Ordinary or Emergency)
6	Not available	AM#	Medical
7	Not available	AS#	Security Clearance
8	Not available	AX#	Other

#: *E* for equipment course (or only course in AFSC pipeline), *F* for fundamentals

***12.21.2. Reasonable Time in SATS.** A reasonable SATS goal for new BMT arrivals is less than five SAT days. According to week group scheduling, some NPS arrivals will enter training on the Friday after arrival from BMT; others will enter the following Monday through Thursday. Therefore, some will have no SAT days; others will have four SAT days. Consider arrivals from BMT that enter training during the arrival week Friday through the second week on base Thursday period within the acceptable SAT standard. If the CSD is later than the second Thursday, they are considered in a futured CSD.

***Table 12.33. Monitoring and Resolving SATs.**

	Monday	Tuesday	Wednesday	Thursday	Friday
1					BMT Graduation
2	TT Arrival	SIT	SIT	SIT	ET# or SAT
*3	ET# or SAT	ET# or SAT	ET# or SAT	<i>If still SAT on Thursday, monitor closely and take actions as feasible and appropriate</i>	

12.21.3. SAT for Security Reasons. If class entry is delayed because of security clearance reasons, the SAT is properly coded AS#. At the point the clearance is granted; update the SAT code to AE#.

12.21.4. Initial vs. Follow-on SATs. Distinguish between initial entry SATs (students awaiting training in the first course in the pipeline) and follow-on SATs (students awaiting training in subsequent courses.) Determine the distinction by examining the TPS Course Associations or examining the course id. Remedy actions may be different for initial entry vs. follow-on SATs.

12.21.5. Commander actions with regard to SATs. TRSs identify and track all arrivals identified under AE# that did not enter training by the Friday after arrival from BMT. As discussed above, the first four SAT days of new arrivals from BMT are reasonable. After four SAT days, TRSs analyze the cause of the SAT time. If BMT arrivals are routinely shipped in a manner to cause AE# SAT time in excess of four training days (that is, the shipment week group is not compatible with the BMT-scheduled TT CSD), examine potential causes, to include an excess of students arriving from BMT or TT scheduling problems. Advise the 2 AF/TTOC Det 1 of futuring issues and examine potential remedies: enter above program group size, add additional class/classes, reduce later BMT shipments, submit ATP to create differential between max group size and programmed group size, etc.

12.21.6. IITs. When students are out of training but are expected to return to training in the same course, the student is IIT. Update student statuses appropriately. If the IIT reason changes, adjust the status accordingly. For example, effective the date an IIT for academic failure (IF#) develops a medical problem the TTMS status becomes IM#.

Table 12.34. Categorize IITs as Follows.

	Student Out of Class	Code	IIT Pending
1	Short Term – ECD Set	ID#	Awaiting Class Start (Same Course, Different Class) (CSD known)
2	Short Term – ECD Set	IL#	Leave (Ordinary or Emergency) (Return Date Known)
3	Short Term – no ECD	IB#	Pending Board Action
4	Short Term – no ECD	IE#	Awaiting Entry into Training
5	Short Term – no ECD	IF#	Academic Failure
6	Short Term – no ECD	IR#	Performance Failure (Removed Pending W/B or Elim, Skill Application Reasons, Not Academic)
7	Long Term (Potential)	IA#	Administrative Reasons
8	Long Term (Potential)	IC#	Confinement
9	Long Term (Potential)	IM#	Medical While in Training
10	Long Term (Potential)	IS#	Security Reasons
11	Long Term (Potential)	IW#	Excessive Absences (Including AWOL)
12	Long Term (Potential)	IX#	Other While in Training

#: *E* for equipment course (or only course in AFSC pipeline), *F* for fundamentals

Table 12.35. Commander Actions With Respect to IITs.

	Short Term/Long Term	Action
1	Short Term – ECD Known	Initiate follow up action once ECD exceeded.
2	Short Term – no ECD	Follow up monthly to validate student status. Where delays seem unreasonable and intervention appears warranted; initiate action.
3	Long Term (Potential)	Follow up quarterly to validate student status. Where delays seem unreasonable and intervention appears warranted; initiate action.

12.21.7. **SOT.** When an NPS student is out of training either due to graduation or elimination, the student is a SOT. When a student graduates but does not depart the base within 24 hours, place the student in SOT status (S#G) using the appropriate reason. MTLs/RFPs update SOT codes in TTMS. The Registrar Section produces current TTMS SOTS rosters and, together with the FSS and TRF, reconciles the roster weekly. Document and file reconciliation actions and accomplish necessary activities for individuals on the SOTS roster as soon as possible.

Table 12.36. Categorize SOTs as Follows.

	Type of SOT: Student Available?	Code	SOT Pending
1	Available but Temporarily Delayed	SA#	Port Call
2	Available but Temporarily Delayed	SB#	Join Spouse Assignment
3	Available but Temporarily Delayed	SC#	Assignment
4	Available but Temporarily Delayed	SD#	Household Goods Shipment
5	Available but Temporarily Delayed	SE#	Reclassification Action
6	Available but Temporarily Delayed	SF#	Passport
7	Available but Temporarily Delayed	SG#	Concurrent Travel
8	Available but Temporarily Delayed	SH#	Weapons Qualification
9	Available but Temporarily Delayed	SM#	Course/Class Start Determination
10	Available but Temporarily Delayed	SX#	Orders
11	Not Available – Short Term	SK#	Under Investigation
12	Not Available	SL#	Security Clearance
13	Not Available	SU#	Other Reasons
14	Not Available	SV#	Pending Involuntary Discharge Action (ENL)
15	Not Available	SW#	Pending Involuntary Discharge Action (OFF)
16	Not Available – Potentially Long Term	SJ#	Confinement/AWOL/Deserter
17	Not Available – Potentially Long Term	SS#	Medical Hold
18	Not Available – Potentially Long Term	ST#	Administrative Hold

#: G for graduate, L for eliminee

Table 12.37. Commander Actions With Respect to SOTs.

	Student Available/Not Available	Action: Commander Initiated Follow Up Action
1	Available but Temporarily Delayed	Weekly–Validate students make associated appointments and responsible parties and/or organizations complete required actions.
2	Not Available Short Term	Weekly– Validate students are progressing towards departure.
3	Not Available Long Term (Potential)	Quarterly–Validate student status. Where delays appear unreasonable and intervention warranted; initiate action.

12.21.8. **Rosters and Reports to Help Monitor.** Course, squadron and group personnel use TTMS rosters and reports outlined below to manage student flow and validate training data.

Table 12.38. TTMS Rosters and Reports to Manage Student Flow.

	TTMS Roster/Report	Contains Basic Student Data *	Use to Identify
1	Alpha	Yes	Overdue student actions; students assigned
2	Elimination	Yes	Students eliminated from training during the specified period
3	Forecast Graduation	Yes	Students forecasted to graduate within the specified period
4	Forecast Start	Yes	Students forecasted to enter training within the specified period
5	Hanging History	Limited	Overdue student actions (part of ADSP Report)
6	Ineffective	Yes	Students in training ineffective during the specified period
7	PTTS Arrival	Yes	Report showing students projected from BMT until MTL records the arrival status in TTMS; students fall off the report following recording of the arrival status.
8	SATS	Yes	Students awaiting entry into training
9	SOTS	Yes	Students out of training due to elimination or graduation during the specified period
10	TRQI Initial Skills	No	Summarizes student entry, elimination and graduation data by month and by TRQI for an FY for enlisted IST
11	Washback	Yes	Students washed back during the specified period

* Basic student data such as name, SSN, TRQI, TRS, PDSCClass, start and grad dates

12.21.9. Using the Alpha Roster Effectively. Training flight personnel review the TTMS Alpha Roster at least monthly to identify students who have passed their CGD without a terminal event entered in TTMS. Identify all students not in training and validate the statuses are still applicable. When it is no longer applicable, ensure the person responsible enters the appropriate event in TTMS.

12.21.10. Emergency Conditions and Student Accountability. Under emergency conditions, especially when conditions may warrant shelter activation, the Alpha Roster becomes the main tool to assist management in student accountability. For this to be a viable tool, immediately update statuses on all in-processing, awaiting training and entered students in TTMS. Equally important is to update departed students with the appropriate G## code or the applicable SOT code and terminated students with an H## code. Under these circumstances, the 24 hour rule does not apply because course personnel must accelerate data entry to account for students in a timely fashion.

Table 12.39. SNIT Responsibilities.

	POC	Action
1	MTFs and/or TRF	Appoint and train SNIT monitors to track and assist SOTs.
2	Registrar Section	Appoints and trains a SNIT monitor to oversee and manage SOT program.
3	MTF SNIT Monitor	Tracks SNIT and records status changes in TTMS, as appropriate.
4	Registrar Section	Places eliminees in initial SOT status when the AETC Form 125A is signed.
5	MTF SNIT Monitor	Uses the flight SNIT rosters to track and manage SNIT.
6	MTF SNIT Monitor	Notifies the registrar section when the commander formally notifies a student of pending separation and updates SNIT status.
7	TRG/MTF	Upon notification of pending separation, updates TTMS status from administrative hold to pending discharge.
8	MTF SNIT Monitor	Coordinates security clearance updates with local security police.
9	MTF SNIT Monitor	Updates TTMS immediately when student permanently departs the base.
10	MTF SNIT Monitor	Updates TTMS immediately when student's duty status changes (i.e., to confinement, hospitalization, AWOL, etc.).
11	Registrar Section	Reviews TTMS SNIT rosters for accuracy and coordinates problems and discrepancies with MTF SNIT monitors.
12	MTF SNIT Monitor	Prepares weekly SNIT report for TRF commander.
13	MTF SNIT Monitor	Prepares monthly SNIT briefing for TRS commander.
14	Registrar Section	Prepares monthly SNIT briefing for TRG commander.

12.21.11. **Hanging Histories (HHs).** This TTMS report is run in conjunction with the Average Daily Student Population (ADSP) Report. The HH may be used to identify students that might be skewing the ADSP numbers. Use the HH to identify potential incomplete student transactions. The HH options allow the user to specify the number of days the student has been in the latest status or to exclude training events that occurred before a [user specified] date. The HH measures how long a student has been in a non-terminal status without a follow on status. For example, change the default in the HH report on a 30-day training course to 30 days. Then, if any student has been in training over 30 days without a status change (elimination, graduation, etc.), the HH would identify those names. ISs, TMs, and RFPs run HHs and research identified students and resolve associated issues.

13. Training Completion Process.

***13.1. ST Reports and Student Accounting and Attendance Reports.**

13.1.1. TTMS ST Report or AETC Form 156, Student Training Report.

13.1.1.1. Instructors prepare STRs for all students in Type 2 and Type 3 IST courses.

13.1.1.1.1. The TTMS-generated ST Report is the acceptable and required

standard product where TTMS is installed. Find instructions for this report at Attachment 8.

13.1.1.1.2. The AETC Form 156, Student Training Report only requires use in type 2 or type 3 IST courses where TTMS is not installed or when a back up is required. Find instruction for this form at Attachment 7.

*13.1.1.2. MTLs complete the military training assessment of the report for AF NPS students. There is no requirement for sister service NPS military assessments on the ST Report. The MTF CC/chief reviews the Student Training Report, enters name, rank, title and signature. **Exception:** For NPS students attending a prerequisite course with follow-on courses collocated at the same base, defer the military training assessment until the students complete the follow-on course or eliminate from the prerequisite or AFSC awarding course. Comment in TTMS: *Military training assessment is deferred until completion of the collocated follow-on course.*

13.1.1.3. The IS and the flight chief (or designee) sign the ST Report.

13.1.1.4. Within seven duty days of graduation, RFPs deliver a (hand-carried or electronically transmitted), final copy of the ST Report to the Registrar Section for archiving. Do not send ST Reports through the Official Mail Center (OMC). Registrars continue to archive signed authenticated originals or official record-keeping copies of authenticated originals (i.e. GSUs) of the ST Report (AF-led courses) as prescribed by *Air Force Records Disposition Schedule (RDS)* on the *Air Force Records Information Management System (AFRIMS)*.

13.1.1.5. International students: Use only the ST Report or AETC Form 156 upon an International Student's graduation from either initial skills or advanced supplemental training. Forward a copy of the final, signed ST Report or AETC Form 156 to the IMSO office after certification.

13.1.2. Electronic Forwarding of TTMS ST Reports to Base Education and Training Offices.

13.1.2.1. The completed TTMS STRs provide supervisors a comprehensive report of the students' performance during training. For enlisted IST, the Registrar Section is responsible to electronically forward completed copies, without handwritten signatures, to the gaining base education and training offices or Phase II training site for distribution to the gaining supervisor.

13.1.2.2. If requested, provide ST Reports to officers going to follow-on training.

13.1.2.3. Release of the ST Report or AETC Form 156 to other than the student's first-assignment supervisor and other personnel, who have a need to know, is restricted to the academic portion of the form. Do not include the military training assessment, if provided.

*13.1.3. **Maintenance of ST Reports and Student Accounting and Attendance Reports.** The RFP hand-carries the signed report or e-mails as a PDF file to the Registrar Section within 7 duty days of class graduation. The Registrar Section archives signed authenticated originals or official copies as prescribed by the Air Force Records Disposition Schedule (RDS) on the Air Force Records Information Management System

(AFRIMS). TRGs may use electronic/digital signature, long term storage of official records, archival, and retrieval once HQ AETC approves a standard approved enterprise software solution, storage and retrieval strategy / business practice is approved. A faxed copy of the authenticated original or PDF attachment may serve as a record-keeping copy for those units approved through the overseeing base registrar.

***Table 13.1. Verification of Completed or Attempted Training.**

	Document	Provide to	Request Type	Registrar Technician
1	Training Verification Letter	Students, Education Offices or CCAF	For Official Use Only or includes a signed approval release from the student	Signs via password protection to prevent editing and forwards via office's official e-mail address to the official e-mail address.
2	Training Verification Letter	Office of Personnel Management (OPM) Investigators, civilian universities, and potential employers	For Official Use Only or includes a signed approval release from the student	Embosses with Registrar's seal embosser and faxes or mails.
3	Training Verification Letter	Other agencies	For Official Use Only or includes a signed approval release from the student	Embosses with Registrar's seal embosser and forwards with letter.
4	Certified Duplicate Copy of Student Accounting Records, Training Completion Forms and Records of Administrative Actions	Students, Education Offices, Unit TM, Supervision, civilian universities, and potential employers	For Official Use Only or includes a signed approval release from the student	Marks as duplicate, embosses with Registrar's seal embosser and faxes or mails.

Do not forward to personal e-mail accounts or individual government e-mail addresses other than the military member's.

Handle all documents within the guidelines of the Privacy Act and AFI 33-332, Air Force Privacy Program.

Letter of verification may be sent in lieu of duplicate training certificates (AF Form 1256, Certificate of Training).

13.1.4. **TTMS Student Accounting and Attendance Record.** Instructors prepare TTMS Student Accounting and Attendance Records for all students in other than IST courses, to include documentation of absences.

13.1.5. **AF IMT 475, Education/Training Report (TR)**

13.1.5.1. Use the AF IMT 475 to document officer student performance for all training and education courses as detailed in AFI 36-2406, *Officer and Enlisted Evaluation Systems*. In addition, use it to document enlisted student performance for courses other than Initial Skills Training (IST) with a course length of 20 weeks (140 calendar days) or longer. Exceptions: Retrainees and prior service Airmen in IST courses lasting 20 weeks or longer will receive TRs.

13.1.5.1.1. For individuals eliminated a TR is still required and the referral procedures in AFI 36-2406 must be followed.

13.1.5.1.2. Ensure evaluators understand their responsibilities and the impact the AF IMT 475 has on an officer or enlisted member's career. The TR is a mandatory report documenting the member's performance for the period of the course. The follow-on enlisted performance report (EPR) start date is the day after TR close-out (course completion date). Exception: In a multiple course pipeline the follow-on EPR start date will be the day after the final pipeline course completion.

13.1.5.1.3. Follow Officer Performance Report (OPR) and EPR distribution and filing timelines, with TRs due no later than 60 days after the course completion date. Forward all original officer and senior noncommissioned officer (NCO) TRs to AFPC/PBSE. Forward original TRs on technical sergeants (TSgt) and below to AFPC/DPSIR for inclusion into the member electronic record. Maintain a copy of each in the Unit Personnel Record Group (UPRG) and MAJCOM record. Distribute no other copies.(Exception: For officer students scheduled for follow-on training, the registrar may provide copies of the electronic TTMS Student Training Report or the AETC Form 156, and the AF IMT 475, Education/Training Report, at the follow-on-training unit's request). Contact AFPC or the ratee's FSS for any other additional copies of the AF IMT 475. Refer to AFI 36-2406 for more information.

13.2. **AF Form 1256, Certificate of Training.**

13.2.1. Present AF Form 1256 to each student for each course successfully completed. Include as a minimum: student's name, course number and title, course length in hours, applicable CCAF credit, date of graduation, and signature or signature facsimile at the Course Manager level or above. List only one course on a certificate.

13.2.2. For Type 6 DL: Course personnel prepare AF Form 1256 for distribution to students who complete distance learning courses if the appropriate completion certificate cannot be auto-generated with the proper facsimile signature through the Learning Management System (LMS).

13.3. The Student Recognition Program.

13.3.1. **Goal.** The goal of the program is to provide special recognition of students who achieve outstanding performance. TRGs establish programs to recognize distinguished and top graduates.

13.3.2. Recognition Criteria.

13.3.2.1. Selection criteria should apply the whole-person concept, giving the flexibility to weigh performance and academic achievement against other qualities. As an example, consider overall professional qualities such as leadership and follower-ship abilities, conduct, bearing, behavior, attitude, oral and written communication skills, problem-solving abilities, adaptability, and faculty and staff recommendations.

13.3.2.2. Include tie breaker factors in selection criteria.

13.3.2.3. NPS selection criteria must include recommendation for Distinguished Graduate (DG) for NPS students with the MTF/CC or First Sgt. If non-concurring, the MTF CC provides reason via email.

13.3.2.4. Exceptions.

13.3.2.4.1. The Consolidated Training Plan guidelines cover the recognition program of 882 TRG follow-on training sites.

13.3.2.4.2. Courses that do not have percentage scores for an end of course grade are not required to have a DG program.

13.3.3. DG Program.

13.3.3.1. Each TRG will establish a DG program to recognize outstanding achievement in AFSC-awarding and supplemental courses of 20 training days or more. TRGs may include qualifying courses in the DG program and may use its discretion to exclude certain other courses.

*13.3.3.2. Recognize up to, but not exceeding, 10 percent of a graduating class. Consistently apply a set percentage of a graduating class to preserve the integrity of the DG recognition program. When 10 percent yields a part person, courses may bestow DG on one person when one of two conditions is met: the part person is 0.5 or greater or a part person less than 0.5 is derived from a class size greater than or equal to max class size. If more than one person, round up only if the part person decimal part is 0.5 or greater. TRGs may create DG subcategories when clearly definable subgroups exist within a class (i.e. NPS vs. PS). If awarding DG on basis of subgroup apply the 10 percent calculation to the subgroup. Deviations/exceptions dilute the desired goal of the standardized program. A graduating class does not have to recognize a DG if no one meets the selection criteria. Expand the quantity authorized to receive DG if an international student otherwise meets the criteria for DG.

Table 13.2. Distinguished Graduate Criteria.

	Distinguished Graduate Criteria
1	Meets high standards of attitude, bearing, behavior, conduct, teamwork, and leadership.
2	Meets the required final course grade established by the flight/course.
3	Has no failing written or performance test grades.
4	Has no academic washbacks or mandatory SIA.
5	Has no disciplinary problems or derogatory comments on file (Letters of Reprimand, Letters of Counseling, etc.).
6	Has no unexcused absence.

13.3.4. Top Graduate (TG) Program.

13.3.4.1. Additional recognition may be given to a TG from the group of DGs. A TG is the number one graduate in a class. Recognize TGs for superior academic achievement and high standards of leadership, teamwork, and character. Comprehensively, the TG must exceed the performance of the DGs. TRFs may establish more stringent TG selection criteria, including a higher final course grade.

13.3.4.2. International students may be awarded the TG certificate, if qualified.

13.3.5. Recognition Program Certificates.

13.3.5.1. Award AETC Form 498, *AETC Commander's Award*, for TG and AETC Form 499, *Distinguished Graduate Recognition Certificate*, for DG. Exception: 737 TRG uses 737 TRG Form 1 to recognize honor graduates from BMT.

13.3.5.2. Ensure each recognized student receives a congratulatory letter from the TRG/CC, TRS/CC or TRF/CC, with a memo mailed to the honoree's CC, recommending the DG status be included in the student's next performance report.

13.3.5.3. TRG/CCs may authorize the use of a scanned signature, providing adequate procedures are in place to ensure limited access.

13.3.6. **Recording DG/TG in TTMS.** Instructors annotate DG/TG recognition in the TTMS for output on the ST Report or on the AETC Form 156.

13.3.7. Other Recognition Programs.

13.3.7.1. Training flights may establish other awards or honors to recognize noteworthy accomplishments of individual students, for example *Best Speaker*. Do not use ranking of students (*Top Third*, etc.).

13.3.7.2. TRGs may implement a Commander's Honor Roll program to recognize enlisted IST students who achieve high academic grades on end-of-block exams. TRSs establish honor roll criteria based on block score ranges determined by the TRF

CC/chief. Names of Commander's Honor Roll students may be published in the base newspaper.

13.3.8. **Monitoring DG/TG Awards.** TRG/CCs determine who monitors the recognition program.

13.4. **The Registrar's seal embosser** verifies authenticity, prevents fraudulent documentation, and validates faxed elimination actions. Apply appropriate safeguards to secure embosser. If the embosser is lost, misplaced, or presumed stolen, immediately inform the following personnel or agencies: Chief or Director of Operations, Security Forces, and 2 AF/TTOC.

14. Staff Assistance Visit (SAV) Program.

14.1. Registrar Sections are responsible to provide regular SAVs to assist TRSs and TRFs with hands on guidance in student flow management and administration and in the proper procedures for documenting student actions.

Table 14.1. SAV Procedures.

	Activity	POC	Action
1	Planning	Registrar Section	Prepare and disseminate an annual SAV schedule for organizations. Evaluate each squadron annually.
2	Planning	Registrar Section	Develop an inspection checklist to ensure all items are checked during each visit. Revise as necessary to address recent changes in policy/directives.
3	Notification	Registrar Section	Provide an announcement of a scheduled squadron/flight SAV thirty days in advance of the scheduled SAV.
4	Notification	Registrar Section	Request each organization identify to the registrar section any special interest areas.
5	Preparation	Registrar Section	Verify current RFP and DGR appointment memos are on file, as applicable.
6	Preparation	Registrar Section	Check the late report log to determine the number of late reports received since last SAV.
7	Preparation	Registrar Section	Check the discrepancy log to determine the type and quantity of typical flight discrepancies.
8	Preparation	Registrar Section	Review previous elimination packages for type and quantity of typical errors.
9	Visit	Registrar Section	Review student accounting procedures and late reporting; review student administration to include timeliness and accuracy of entry of ST Reports and Student Accounting Records.
10	Visit	Registrar Section	Review elimination packages for accuracy and completeness. Do the packages adequately explain the root cause of the elimination? Does the word picture support the reason for elimination?

	Activity	POC	Action
11	Visit	Registrar Section	Review the student recognition program to ensure compliance.
12	Visit	Registrar Section	Discuss problems in student administration and student flow management.
13	Visit	Registrar	Out brief the squadron/flight chief or course supervisor on all findings.
14	Visit	Registrar	Prepare a written report of findings. Establish milestones to ensure follow-up actions identified during the visit (i.e., in-service training, additional information, etc.) are accomplished as required.
15	Follow-up	Registrar	Provide summary report to TRS commander, as appropriate.
16	Follow-up	Registrar	Provide quarterly recap of SAVs to TRG commander, to include completed milestones.

14.2. Include the following topics in the SAV report: Unit Visited, Personnel Conducting Visit, Personnel Contacted, Functional Area Being Visited, Comments and Findings, and Recommendations (if appropriate).

14.3. When appropriate provide checklists to TMs scheduled for on-site visits to GSUs. TMs complete checklists and return to Registrar Section for inclusion in SAV summary report.

14.4. Standardized student accounting is vital to good management practices. Base Registrars should identify GSUs that require hands-on assistance to achieve acceptable student accounting. Use telephone conferences, video teleconferences, and on site visits, as feasible, to ensure student accounting is effective and efficient.

15. Procedures Where Training is not AETC Owned and/or TTMS is not Accessible or not Feasible.

15.1. 2 AF geographically separated units (GSUs) take one of four different forms, as noted in Table 15.1 below.

*Table 15.1. GSU Variations.

	A 2 AF GSU:	At Which:	Student Accounting Accomplished
1	Detachment (Det) or Operating Location (OL)	AF instructor personnel are available for AETC standardized student accounting, especially when TTMS Student Management is available. This includes type 3 initial skills Field Training Detachment (FTD) training.	Via TTMS Student Management, once available, as specified in this instruction.
2	Det or OL	There are AF management personnel available for student accounting but not AF instructors.	Via TTMS Student Management, once available, as specified in this instruction.
3	Det or OL	There are no AF instructor or management personnel available for student accounting or the available AF personnel accomplish student accounting under the requirements of the host (Army, Navy, DINFOS, etc.) This is referred to as non-AETC owned training.	By entering limited student status information in TTMS (entry, graduation, elimination) (ref Table 16-2). DGR does student entry at the parent base (ref para 16.1).
*4	Field Training Detachment (FTD)	Different variations of training may be accomplished.	By different methods, depending on the training variation being taught. (See para 16.)

15.2. AETC GSUs that do not have TTMS Student Management available will provide appropriate student documentation by fax and/or email to the DGR for entry into TTMS.

Table 15.2. The TTMS Procedures Where Training is NOT AETC- Owned.

	Issue	Procedure
1	Shell information in TTMS	See AETCI 36-2203.
2	Data entry into TTMS	Forward authorized document/email into DGR for input into TTMS Student Management.
3	Verification of student information in TTMS	RFP prints TTMS Upfront data and has students validate personal data.
4	Record of formal counseling of student	No requirement to forward to the DGR
5	Student Training Record	Host service's documentation, archiving procedures apply.
6	DG/TG	Host service's rules apply.
7	Accounting and Attendance Record	RFP forwards data via AETC Form 325, Host service documentation, email, or telecommunications as prescribed by TRG.

15.3. If the TRG determines non-AETC student accounting procedures apply, the TRG documents that decision via memo and retains on file. Include in the memo a description of the process to flow student data from the course to the parent unit.

15.4. Forward student status changes to the DGR within 24 hours of knowledge or occurrence. The DGR has 24 hours (one duty day) to input the information in TTMS.

16. Procedures for Field Training Detachments (FTDs).

16.1. FTDs provide a variety of technical training not otherwise available. There are several terms that uniquely apply to FTD training.

Table 16.1. Training Terms Applicable to FTD Training.

	Term	Definition: Type 4 Training
1	Type 4 training	Conducted at a FTD (host) training location.
2	Partial training	Interrupted without completion due to unavailability of equipment or personnel or mission requirements. Accounted for partial training that is resumed and completed like other Type 4 unfunded training
3	Training session	Below the course level or where no course exists. No student accounting required.
4	FTD CGC	Classes created using the Center Generated Class Recorder are unique to FTD unfunded type 4 training when the third character of the class number is a "4" (09401). The class is created in TTMS but does not flow to TPS or OTA.

16.2. Training at FTD locations is categorized by the type of students and whether the training seat is funded (involves a TLN) or not, and the method of student accounting.

Table 16.2. Categories of FTD Training.

	Type of Training	TLN	Qualified By	Class Created	Student Accounting
1	IST	Yes	AFSC-awarding	In TPS via annual programming	Normal
2	Type 4	Yes	Funded	Near term, in TPS via AETC Form 179A	Normal
3	Type 4	No	Unfunded	In TTMS, under FTD CGC application	After the fact
4	Partial Training	No	Incomplete	No	None
5	Training Session	No	Unfunded	No	None

Section D—General Planning and Management for Officer, Enlisted, and Mission Readiness Training Program (MRTP)

17. Purpose. This section provides general out-year planning process information to show how AETC relates to Air Staff and other MAJCOMs and guidance for all types of formal training for AETC and subordinate units. All references to Air Staff and other MAJCOMs are not directive in nature, but meant to show how, when and with whom AETC interfaces with these organizations.

18. Requirements to Resources and Scheduling.

18.1. From Requirements to Resources. Technical Training Concept of Operations (CONOPS) is designed to align technical training requirements with the Planning, Programming, Budgeting, and Execution system (PPBE). The primary vehicles that capture and align training requirements to resources are the Program Requirements Document (PRD) and the Program Guidance Letter (PGL).

18.2. Program Requirements Documents/Program Guidance Letters (PRDs/PGLs). The official tasking documents which enable AETC planners and programmers to identify and acquire necessary resources to meet training requirements. The primary data sources for PRD/PGL development are: AF/A1P's Annual Data Call, Air Force Personnel Center's (AFPC) & AF/A1P's Officer Sustainment & Distribution Model, AF/A1P's Enlisted Sustainment Model, and the projected FY Enlisted Retraining Programs. Table 18.1 lists the different types of PRDs/PGLs which impact technical training. The primary differences between PRDs and PGLs are relative to their position on the PPBE timeline. The PRD is earlier in the planning process before A1P vets requirements to the Air Force Corporate Structure (AFCS) while the PGL represents the document after vetting through the AFCS. These documents (and changes to these documents) are directly impacted by strategic level changes to: accessions, AFSC sustainment, retention rates, AF end-strength, technical training planning and resource assessments. HAF/A1P and HAF/A1M release the AETC tasking and resourcing documents (PRD/PGL) to HQ AETC/A2/3/10 for HQ AETC/A3P and HQ AETC/A3R review and action. In addition, recent AF decisions (i.e. Force Re-Shaping in FY04, AF over end-strength in FY05 and AF21 Transformation and

ongoing AF Force Restructure issues) have driven ongoing budget and execution Active Duty Air Force EIS/OIS/MRT PGL training requirement changes.

18.2.1. Program Requirements Document (PRD). The PRD enables planners and programmers to program for necessary resources to support out-year (current year +3; e.g. in Aug 09, AETC reviewed FY12 EIS PRD) Air Force (AF) requirements. The PRD identifies “unconstrained” accession and technical training requirements.

18.2.2. Program Guidance Letter (PGL). The PGL serves as the official tasking document reflecting Air Force Corporate Structure (AFCS) acknowledgement of the technical training requirements (current year +2; e.g. in Aug 09, AETC reviewed FY11 EIS PGL); the requirements briefing to the AFCS highlights there will be training bills in the upcoming POM. The PGL represents “constrained” accession and training requirements.

18.2.3. Accession Constraints (Reconciling Accession and EIS PGLs). For a given FY, on the Accession PGL, AF/A1M identifies the aggregate NPS and PS accession limits. The aggregate NPS accession limit must be reconciled/balanced against the NPS Tech Training course of initial entry (COIE) requirements on the EIS PGL using the AETC/A3P Programmed Tech Training (PTT). When the aggregate COIE NPS requirement (based on the EIS PGL and PTT) exceeds the NPS accession limit (based on the Accession PGL), the HAF/A1PF/A1PT staff will reduce individual AFSCs’ NPS training requirements on the EIS PGL (resulting in a corresponding NPS COIE requirements reduction to balance to the Accession PGL).

18.2.4. Technical Training Constraints. Includes AETC and Sister Service/Other Agency limitations/shortfalls.

18.2.4.1. AETC Constraints (equipment/facility/instructors).

18.2.4.1.1. EIS/OIS. If entries identified on the PTT exceed existing schoolhouse capacity, schoolhouse personnel complete a constraint worksheet (**Attachments 16 and 17**). The constraint worksheet identifies existing maximum capacity for the schoolhouse and the resource shortfall(s). Using the constraint worksheets, the AETC/A3PZ staff will identify to the AF/A1PT staff, the AFSCs/courses where the requested PRD/PGL training requirement exceeds the current/existing AETC schoolhouse capacity. AF/A1PT uses the constraints identified to advocate for resources to unconstrain the AFSC/course. When the PGL constraint/delta cannot be resolved immediately, the AF/A1PT staff must consider the re-distribution of the active duty training requirement delta to other AFSC(s). **Note:** For 2 AF schoolhouses, TMs as directed by 2 AF/TTOC will use the capacity assessment worksheet (Attachment 18) to calculate the maximum capacity for each course under their purview. TMs must ensure that when courses share resources (equipment, facilities, etc.) all courses are listed in the comments section of the worksheet.

18.2.4.1.2. MRTP. When out-year MRTP (advanced/supplemental) training requirements loaded into MILPDS/OTA exceed schoolhouse capacity, schoolhouse training managers will advise AETC/A3PZ staff of how to distribute and reduce training requirements down to within schoolhouse capacity (based on

historical users' utilization rates).

18.2.4.2. Sister Service/Other Agency Constraints (quota/equipment/facility). Using the constraint worksheets, the AETC/A3PZ staff will identify, to the AF/AIPT staff, the AFSCs/courses where the requested EIS/OIS PRD/PGL training requirement exceeds the current requested training requirement from the sister service/other agency (AF and sister service out-year PPBE timelines do not match). AF/AIPT uses the constraints identified to advocate for resources to un-constrain the AFSC/course. The out-year delta (increased AF training requirement) will be worked/requested at HAF and HQ AETC levels with the appropriate sister service/other agency counterparts. (**Note:** Increases to the linguist training requirements are worked/vetted by the AETC/A3P staff through the TRAPP process.) When the EIS PGL constraint/delta cannot be resolved immediately, the AF/AIPT staff must consider the re-distribution of the active duty training requirement delta to other AFSC(s). When out-year MRTTP (advanced/supplemental) training requirements loaded into MilPDS/OTA exceed schoolhouse capacity, program managers (2AF TTOC-P) will advise training managers who have not acquired ATRRS/CeTARS access of the total requirements received from sister service/other agency upon request. The TM will distribute based upon fair share and advise AETC/A3PZ staff and 2 AF/TTOC-P.

Table 18.1. Kinds of PRD/PGLs Impacting AETC Basic and Technical Training

	PGL	Description
1	Accessions	AF/A1MP develops the Accessions Program Guidance Letter (APGL) which identifies enlisted and officer accession levels for the current fiscal year and the Future Years Defense Plan (FYDP) years. For enlisted, the APGL identifies the number of Non-Prior Service (NPS) and Prior Service (PS) the Air Force will recruit for a given fiscal year. For officers, the APGL identifies the number of line and non-line officer accessions for a given fiscal year. AETC/A3P must work in conjunction with AF/A1P to ensure the accession levels are balanced with the PGL and the PTT.
2	Enlisted Initial Skills (EIS)	Reflects the total validated training requirements necessary for force sustainment in each Air Force Specialty Code (AFSC). Includes initial skills training requirements for Active Duty Air Force, Air National Guard, AF Reserve, Sister Service, International, and Civilian personnel.
3	Trained Dog Requirement (TDR)	Reflects the Military Working Dog requirements for sustainment across the AF
4	Mission Readiness Training Program (MRTP)	Reflects TDY-to-School centrally-funded and locally-funded baselines for AF directed and MAJCOM (Warfighter and Support) training requirements (prior service, retraining, supplemental, 7-Level, etc.).
5	Officer Initial Skills (OIS)	Reflects the officer requirements for force sustainment in each Officer Air Force Specialty Code (AFSC). Includes initial skills training requirements for Active Duty Air Force, Air National Guard, AF Reserve, International, and Civilian personnel.

18.3. PGL Requirements. The PGL requirements are identified in the categories shown in Table 18.2. below. Each category is ultimately broken into TRQIs (Training Requester Quota Identifiers). TRQIs are four-character communication codes within MILPDS/OTA used to convey annual or supplemental training requirements, quota allocations, quota confirmations, and student-tracking information between a training user and the training provider (owner). In accordance with AFI 36-2201 the AF assigns TRQIs to MAJCOMS, Forward Operating Agencies (FOAs), and Direct Reporting Units (DRU s) to ensure training accountability.

*Table 18.2. Categories of PGL Requirements.

	Entry Category	PGL Grouping	PGL Student Type
*1	Trained Personnel Requirement (TPR)	Active Duty Air Force (ADAF)	NPS (AJ10, AJ11, AJ20, AJ30), Officer (AM10, AM11), Retrainee (RET) (AJ1J, AJ3J, AMD0, AJ50), Prior Service (PS) (AJ1K, AJ3K),
2	Student Training Requirement (STR)	ARC	ANG: NPS, PS (CC10), Flying Training (CNN0) AFRC: NPS, PS (RR10), Air Reserve Technician (ART) (A0M0)
3		Sister Services	USA (US Army - DA00), AGD (Army Guard - DANG), ARES (Army Reserve - DAAR) Navy (DN00) MC (Marine Corps – DM00) USCG (US Coast Guard – DP10)
4		Other TRQIs (A few examples among many)	Palace Acquire (A2C0) Internationals (MX20)

18.4. **EIS Programmed Tech Training (PTT).** Using the EIS PTTs (one per FY), the AETC/A3PZ staff converts NPS production requirements from the EIS PRD and the EIS PGLs to NPS entries by course by applying a programmed elimination rate to individual courses (to account for historical losses due to eliminations from the course). The AETC/A3P EIS PTT (entry) serves as a companion document to the HAF/A1P EIS PRD or PGL (production). To reconcile the Accession PGL to the EIS PGL (NPS), the EIS PTT is used to aggregate the NPS COIEs for all AFSCs/pipelines. The aggregate NPS COIEs on the PTT can be compared to the aggregate NPS on the Accession PGL to determine if EIS PGL changes (increases/decreases) will be required to balance the EIS PGL to the Accession PGL. The total training requirements by course assist the schoolhouse personnel in determining whether schoolhouse capacity has been exceeded prior to, during and after the EIS TFMC. Schoolhouses use the entry requirements for course/class scheduling while A1MRT uses them for programming manpower.

18.5. **Trained Personnel Requirement (TPR).** TPR states the AF personnel need for trained personnel by AFSC. Out of this requirement Air Staff projects training and retraining required by FY to keep the active airman force at manning levels needed by the Air Force. Air Staff communicates the TPR to AETC (the process to satisfy TPR is not limited to AETC formal schools) as the total Air Force production requirements for a given AFSC. The TPR categories are non-prior service (NPS), prior service (PS), retrainees (RET). It does not include Air National Guard, Air Force Reserve, Sister Service, International or Civilian personnel.

18.6. **Student Training Requirement (STR).** STR is the sum of ANG, AFRC, Sister Service, International, and civilian training requirements for IST. It represents all resource categories EXCEPT ADAF NPS, PS, and RET.

18.7. The Training Flow Management Conference (TFMC). The TFMC is scheduled annually to discuss the enlisted initial skills requirements. The conference focuses on finalization of user enlisted training requirements.

18.7.1. Course capacity, constraints, and shortfalls are identified and addressed. In preparation for the TFMC and where final user requirements exceed course capacity, 2 AF units submit draft constraint worksheets and BBPs through the schoolhouse's appropriate squadron, group and wing to 2 AF/TTOC who will post draft constraint worksheets to the EIS CoP three working days prior to the first pre-TFMC VTC. Other organizations post constraint worksheets directly to the EIS CoP. The constraint worksheets and BBPs may need to be updated throughout the TFMC process as requirements fluctuate and are solidified.

18.7.2. When training requirements increase from FY to FY, 2 AF units submit draft Additional Instructor Requirement Worksheets (AIRWs) through the schoolhouse's appropriate squadron, group and wing, to 2 AF/TTOC who will post draft AIRWs to the EIS CoP three working days prior to the first pre-TFMC VTC. Other organizations post AIRWs directly to the EIS CoP.

18.7.3. Following the TFMC, the Air Staff publishes the EIS PGL and AETC prepares a PTT. AETC will send a staff package requesting operational assessment, to include validated constraints and additional instructor requirements. By exception, submit new AIRWs to AETC/A3P where changes to requirements drive concerns about overcoming instructor shortfalls. For 2 AF schoolhouses, the 2 AF/CC confirms constrained courses, current schoolhouse capacity and the resources/cost required to unconstrain the course. For schoolhouses outside 2 AF, submit responses directly to AETC/A3P.

Table 18.3. TFMC Organization.

	Category	Conference Participants
1	Co-chairs	AF/A1PT and AETC/A3P
2	Attendees	Reps from HQ AETC/A1K/A1M/A3I/A3R/A3T/A3Z/SGU, 2AF, schoolhouses, ANG, AFRC, Sister Services, Internationals, AFPC Retraining, AF Recruiting
3	Preparation VTCs	AETC/A3P coordinates video-teleconferences with 2 AF/TTOC, TRGs and schoolhouses to firm up enlisted requirements prior to the TFMC.

18.7.4. **Senior Level Review.** Following the TFMC and publication of the EIS PGL (targeted for Nov-Dec timeframe), senior leaders from AETC/A2/3/10-TT and 2 AF/CC and 2 AF/CV will confirm EIS requirements, constraints, and additional instructor prioritization for early fills.

18.8. The Officer Accession Conference (OAC)/Training Flow Management Conference (TFMC). The OAC/TFMC is scheduled annually to discuss the officer initial skills requirements. The conference focuses first on finalization of Sources of Commission (SOCs) accession targets, followed by officer training requirements from other users, including Air National Guard, Air Force Reserve, internationals and civilians.

18.8.1. Course capacity, constraints, and shortfalls are identified and addressed. In preparation for the OAC and where final user requirements exceed course capacity, 2 AF units submit draft constraint worksheets and BBPs through the schoolhouse's appropriate squadron, group and wing, to 2 AF/TTOC who will post draft constraint worksheets to the OIS CoP three working days prior to the OAC. Other organizations post constraint worksheets directly to the OIS CoP. The constraint worksheets and BBPs may need to be updated throughout the OAC process as requirements fluctuate and are solidified.

18.8.2. When training requirements increase from FY to FY, 2 AF units submit draft AIRWs through the schoolhouse's appropriate squadron, group and wing, to 2 AF/TTOC who will post draft AIRWs to the OIS CoP three working days prior to the OAC. Other organizations post AIRWs directly to the OIS CoP.

18.8.3. Following the OAC/TFMC, the Air Staff publishes the OIS PGL and AETC prepares a PTT. AETC will send a staff package requesting operational assessment, to include validated constraints and additional instructor requirements. By exception, submit new AIRWs through 2 AF/TTOC to AETC/A3P where changes to requirements drive concerns about overcoming instructor shortfalls. For 2 AF schoolhouses, the 2 AF/CC confirms constrained courses, current schoolhouse capacity and the resources/cost required to unconstrain the course. For schoolhouses outside 2 AF, submit responses directly to AETC/A3P.

Table 18.4. OAC/TFMC Organization.

	Category	Conference Participants
1	Co-chairs	AF/A1PT, AETC/A3P, AFPC/DPPS
2	Attendees	Representatives from HQ AETC/A3T, 2AF, schoolhouses, ANG, AFRC, Internationals, AFPC, AFIT, AF Recruiting, SOCs (USAF, OTS, ROTC)
3	Preparation VTCs	If required, AETC/A3P coordinates with 2 AF/TTOC, TRGs and schoolhouses to firm up officer requirements prior to OAC.

18.9. **Training Planning Cycle/Data Call as Related to MRTP process.** The AF/A1PT data call is a critical point triggering a data gathering point for all out-year Technical Training requirements.

18.9.1. AETC/A3P works prescheduling requirements and prepares the MRT spreadsheets.

18.9.2. AETC/A3P schedules an MRTP conference annually to discuss supplemental training requirements, including Type 6 Training.

Table 18.5. MRTP Conference Organization.

	Category	Conference Participants
1	Co-chairs	AF/A1PT and HQ AETC/A3P
2	Attendees	AETC/A3P, 2 AF, TRQIs Managers, MAJCOMs, FOAs, DRUs, non-AF TRQI Managers

18.10. Training Requirement Changes.

18.10.1. **Definition of Scheduling Completion.** Scheduling is complete when the OPR for programming and scheduling (2 AF/TTOC) officially announces that scheduling is complete for EIS, OIS, and MRT. This delineates the line between prescheduling and postscheduling timeframes.

18.10.2. PGL Amendments (Pre/Postscheduling).

18.10.2.1. When HAF/A1PT requests a proposed amendment to the PGL, AETC/A3PZ updates the PTT to identify the proposed change to the specific pipeline(s) and posts it to the CoP. AETC/A3P then staffs an ESSS (with link to program CoP) with all appropriate organizations (AETC A-Staffs, 2 AF/TTOC, AFPC, Brooks, etc.) requesting that the impacted organizations assess capacity and identify if all, part or none of the proposed change (increase/decrease) can be implemented with existing resources. The appropriate AETC/A2/3/10 office, in coordination with affected organizations, will determine if the changes are executable against AETC's current resource profile or if additional resources are required. If additional resources are required, AETC/A3RB will notify AF/A1PT and AETC/A8PP. Upon AFCS approval and AF/A1P transmittal of an amended PGL, AETC will take appropriate action to immediately execute the amended change and simultaneously bring any unfunded portion of the original change into the next Program Budget Review (PBR) and/or Quarterly Program Execution Review as appropriate for AFCS decision. Upon receiving AFCS approval, A3PZ will update the PTT with the proposed changes (**Exception:** A3PZ will update MRT PTT and/or metrics). 2 AF/TTOC will update Monthly Execution Report (MER) Tracker during year of execution).

18.10.2.1.1. **Within Capacity/Resources.** Upon receipt of the amended PGL reflecting changes that are executable and funded, AETC will document the changes in their management tools/metrics and will take appropriate action to immediately execute the accepted change.

18.10.2.1.2. **Exceeds Capacity/Resources.** Within 2 AF resources are checked on an ascending basis up through squadron, group and wing. If the schoolhouse checks all avenues up the chain and resource requirements are still not met then the appropriate AETC/A2/3/10 office will bring the unfunded portion of the change into the next PBR and/or Budget Execution Review (BER) as appropriate for Air Force Corporate Structure decision. All other training users will forward their assessments directly to AETC/A3PZ.

18.10.3. **Adjustments (Pre/Post-scheduling)** AF/A1PT transmits budget year and execution year adjustments to HQ AETC/A3P representing customer requirements. Changes/adjustments during execution year must be coordinated according to Table 18.6. Regardless of the timeframe, number of AFSCs and training users impacted, AETC/A3P staffs training requirement changes/adjustments to appropriate organizations and capacity is consistently assessed to ensure that AETC is responsive to changing AF needs.

Table 18.6. Rules of Engagement for AETC Increases/Adds in Execution Year

	Category	Action
1	Quota Management (QM)	Research and assess requests to determine if user needs can be met through QM (18.10.5 and subs) within existing schedules. If user needs cannot be met through QM follow steps 2-8 below.
2	EIS/OIS ADAF Change Requests	All ADAF enlisted and officer change requests are submitted to AETC/A3P (with suspense, e.g. normally correlated to affected course/class start date). Review requests to determine if it is a constrained course (if at max capacity, offsets must be taken to increase one user's requirements). Consider pipeline impacts before recommending change (sufficient quotas in follow-on courses).
3	EIS/OIS Non-ADAF Increases/Adds:	When 2 AF/Other organizations (e.g. ANG, AFCFM, etc.) receive Non-ADAF Out-of Cycle change requests (increases/adds to schedules), they will forward a recommendation to AETC/A3P (with suspense, e.g. normally correlated to affected course/class start date). Review requests to determine if it is a constrained course (if at max capacity, offsets must be taken to increase one user's requirements). Consider pipeline impacts before recommending change (sufficient quotas in follow-on courses).
4	Steps for Either of the Two Previous Categories	A3P reviews and determines impact to multiple FYs/resources/PGLs.
5		A3P coordinates change with appropriate organization(s) (e.g. AF/A1PT, AETC/A3R/A3T/A3Z/A1M, AFPC, AFCFM, etc.).
6		A3P provides responsive reply, to 2AF in writing (email), identifying multiple FY/resource/PGL impacts.
7		2AF provides executable changes to A3P in writing (by user/TRQI).
8		A3P updates PTT (or awaits change from AF/A1PT to update PTT).

18.10.3.1. EIS, OIS or MRT PGL Adjustments (One PGL impacted – no impact to other PGLs). When HAF/A1PT requests proposed adjustments to the PGL, AETC/A3PZ updates the PTT to identify the proposed change to the specific pipeline(s) and posts it to the appropriate CoP. AETC/A3P then staffs an ESSS (with link to CoP) with all appropriate organizations (AETC A-Staffs, 2AF/TTOC, AFPC, Brooks, etc) requesting that the impacted organizations assess capacity and identify if all, part or none of the proposed change (increase/decrease) can be implemented with existing resources. Once notification is received identifying what part of the change can be supported, AETC/A3PZ updates the applicable PTT with the portion that can be executed and notifies AF/A1PT of the portion that could not be supported without additional resources. If additional resources are required, AETC/A3P notifies AETC/A3R (and/or other users of required unfunded resources). For ADAF, A3R will request that an unfunded requirement submission be placed in the execution plan to AFCS. For non-ADAF, the A-Staff will work with other users to resolve resource shortfalls. The applicable PTT will not be updated with the proposed change until the

resources are procured. **Exception:** AETC/A3PZ will update MRT PTT and/or relevant metrics depending on position relative to pre/post scheduling.

18.10.3.1.1. **Active Duty AF (ADAF) Changes/Adjustments.** HAF/A1PT approval is required because of implications to AF end strength, accession balancing, and overall career field sustainment; follow the process in 18.10.3.1.

18.10.3.1.2. **Non ADAF (Other Users) Changes/Adjustments.** For EIS/OIS courses, follow the Quota Management Adjustment process in 18.10.5 when non ADAF Tech Training users request scheduled unfilled seats. This process assumes post-scheduling activity. If EIS/OIS/MRT changes/adjustments affect resources, multiple FYs, or multiple PGLs, use process in 18.10.3.1.

18.10.4. **EIS/OIS/MRT PGL Changes/Adjustments (Two or more PGLs impacted).** During both pre/post scheduling, any change/adjustment can drive impacts to multiple PGLs and can also result in adjustments across FYs. HQ AETC/A3PZ will analyze the impacts; staff capacity assessments with appropriate organizations and make adjustments to PTTs and/or metrics as applicable. The following real world historical examples illustrate how changes can impact multiple PGLs and can impact the execution year:

18.10.4.1. **Two or More PGLs Impacted/Multiple Fiscal Years Impacted.** The Air Staff identified a need to reduce enlisted 1C431 RET as an offset to increase the officer 13L1 AM10. The officer and enlisted pipelines share capacity and at the time of the change were scheduled at full schoolhouse capacity. To effect the change, AETC/A3PZ had to decrease RET on EIS PTT by 10; then coordinate with the officer TM to remove seats from the EIS schedules for courses/classes when needed by officer 13L1 pipeline. This also drove an increase to active duty new accessions AM10 on OIS PTT by 10. It was necessary to assess capacity to handle increase. In addition, A3P and A3R had to assess the impact to RET baselines on MRTP PGL and determine whether the program could accommodate the change within existing MRT baselines. The changes drove ripple effects cutting across multiple FYs.

18.10.4.2. **Resources Impacted.** During the execution year (in FY06 and FY07), the Navy requested increases in CE courses (3E031, 3E131 and 3E431) that impacted FY06-09 training requirements. These requests were in direct support of the Global War on Terror and were extremely time sensitive. Their request was forwarded to AF/A1P and it was staffed through A2/3/10 (requesting a capacity assessment). The FY07 USN memo stated, "Naval Personnel Development Command is prepared to fund these additional quotas once quantified by your office. We appreciate your support in meeting this demand signal in support of the Global War on Terror." The USN training requirement increase impacted: funding, facilities, training equipment, and USN instructors. A2/3/10 hosted a meeting with A-Staff personnel (A1M, FM, A3I, A3R, A3P, A3T staff) to identify what was required to expedite the increased training requirements and outstanding funding, facilities, equipment and instructors. Several follow-on meetings among A-Staff personnel were required to work and resolve outstanding issues.

18.10.4.3. **Two or More PGLs Impacted/Resources Impacted.** Due to the FY09 4,000 enlisted accession increase, during FY09, the 8B000 (MTIs) and 8R000

(Recruiters) training requirements on the FY09 EIS PGL were increased. These AFSCs are also included on the MRT PGL so the increase to these AFSCs resulted in an adjustment to the FY09 MRT PGL as well. The A-Staff and AF/A1PT staff worked the resourcing issues to resolve and implement the change.

18.10.5. Quota Management (QM). QM is the operation of swapping or moving scheduled quotas between non-ADAF users or requesting use of another non-ADAF training user's future scheduled unfilled seats. AF customers manage quotas during the execution year to ensure the most efficient use of training resources. The QM authority (2 AF/TTOC) requires properly completed forms for quota movements and out-of-cycles promoting a QM discipline among AF customers and reducing risks of erroneous or unintended actions. All TRQIs are eligible to make quota management requests except for Active Duty TRQIs (ADAF NPS, ADAF PS and ADAF RET). The QM authority may reallocate scheduled training quotas after coordination with the TM for the following resource categories in the execution year: Air National Guard, Air Force Reserve, Sister Services, Internationals and Civilians. TRQI managers may request QM actions (except for Active Duty TRQIs) to the QM authority using the prescribed worksheets. The QM authority and the affected TM will coordinate on each request. If requests involve adds/increases to the schedule outside the definition of QM use process steps (2-8) in Table 18.6.

18.10.5.1. Training Quota Movement Worksheet. The TRQI Manager uses the worksheet to request a movement of quota(s) from one class to another class. The training requester's (TRQI Manager's) total number of quotas in the course should not increase or decrease. See [Attachment 19](#).

18.10.5.1.1. The TRQI sends all completed worksheets impacting AP/OP/CP quota types and AN/ON/CN quota types to the appropriate 2 AF/TTOC-P Program Manager and all completed worksheets impacting AT/OT/CT quota types to 2 AF/TTOC-O MRTP Execution Manager. **Note:** Ensure that the e-mail subject line includes the Course Number and Class Start Date (CSD).

18.10.5.1.2. 2 AF/TTOC-O&P must ensure that schoolhouse capacity exists within class(es)/course(s) where the quotas are being moved. If schoolhouse capacity does not exist, notify the TRQI Manager that no action was taken on their request.

18.10.5.2. Out-of-Cycle (OoC) Request Worksheet. The TRQI Manager uses the worksheet to request use of another training user's unfilled seats. See [Attachment 20](#).

18.10.5.2.1. **Under Max Class Size.** TRQIs may submit OOC to the PMs for all classes allocated under their maximum size starting in post-scheduling. (Exceptions: enlisted & officer initial skills courses).

18.10.5.2.2. **Mission Readiness Training Program (MRTP).** Prior to completing the Out-of-Cycle Request Worksheet, the TRQI Manager must coordinate the proposed out-of-cycle request action with the TRQI Manager having the unused quota(s) if outside timelines as follows:

18.10.5.2.2.1. The PM may distribute unexecuted allocations within the following timelines if not suballocated by the TRQI owner.

18.10.5.2.2.1.1. NET 60 days for Types 5, 8, 9, A, B, C and D, Other US Government Agency Operations Training, ITRO consolidated, DOD executive agencies courses and AF/Other Collocated.

18.10.5.2.2.1.2. NET 45 days for Type 4 and 7, Field Training Detachment and Mobile Training Team (MTT) courses.

18.10.5.2.2.1.3. NET 30 days for Type 2, 3, AETC Resident Special Training and AETC Resident Regular Training Courses. Even though not part of the MRTP program, Type 6 DL courses that have programmed allocations and maximum enrollment limits fall under the NET 30-day rule.

18.10.5.2.3. **Enlisted Initial Skills/Officer Initial Skills.** The TRQI Manager must coordinate the proposed out-of-cycle request action with the TRQI (with unfilled quotas) if outside timelines set in (18.10.5.2.2.) and subs. Training users cannot request out-of-cycle or unfilled enlisted and officer initial skills ADAF (NPS/Re-Training/Prior Service) quotas. Initial skills quotas directly impact AFSC health and cannot be converted without AF/AIPT coordination/approval.

*18.10.5.2.3.1. The Out-of-Cycle Request Worksheet does not apply to enlisted and officer initial skills ADAF users' (NPS: AJ10/AJ11/AJ30; Re-training: AJ1J/AJ3J/AJ50/AMD0; Prior Service: AJ1K; Officer Accessions: AM10; Officer Cross-Flows: AM11) requests. Due to AFSC sustainment and AF end-strength implications, all out-of-cycle ADAF requests must be coordinated with and approved by AF/AIPT. Note: Due to computer system limitations (*STD), NPS follow-on (AJ30) quotas may be increased within capacity to accommodate initial skills pipeline training.

18.10.5.2.4. **Designated POCs.** The TRQI Manager sends all completed worksheets impacting AP/OP/CP quota types and AN/ON/CN quota types to the appropriate 2 AF/TTOC-P Program Manager and all completed worksheets impacting AT/OT/CT quota types to 2 AF/TTOC-O MRTP Execution Manager. 2 AF/TTOC-P Program Managers send copies of completed worksheets impacting EIS/OIS to AETC/A3P Workflow.

18.11. **Type 6 DL Training Adjustments.** Out-of-cycle training requests are requests TRQIs submit after the annual screening. 2AF/TTOC-S is the POC for questions pertaining to procedures regarding out-of-cycle training requests as outlined in AFI 36-2201.

18.11.1. Unit Training Managers (UTMs) or training requesters submit Type 6 DL out-of-cycle requirements to their base Type 6 DL POC. The Type 6 DL POC coordinates out-of-cycle training requests with appropriate POCs that may include one or more of the following, depending on the delivery medium of the Type 6 DL: MAJCOM Type 6 DL POC, MAJCOM functional managers, schoolhouse TM, 2AF/ TTOC-S and/or TRQI Manager.

18.11.2. TRQI Managers ensure additional requirements data for out-of-cycle requirements is entered into MILPDS/OTA. MILPDS/OTA must reflect at least the minimum number of students to be trained.

18.11.3. All Type 6 DL training requests submitted after the annual screening (out-of-cycle) are addressed based on availability of HQ AETC resources. Type 6 DL out-of-cycle training requests are sent to the appropriate TM. TMs determine whether the request can be met and act accordingly, either scheduling the required resources or advising the MAJCOM that the resources are not available to provide the requested training.

***18.12. Training Planning Data Quality Checks for EIS/NRLOIS/MRTP Out-Year Planning.**

*18.12.1. In preparation for out-year scheduling, TMs will review their courses in TPS to ensure historical users have loaded their training requirements. In the event historical training users have not loaded their out-year training requirements, TMs must immediately notify their training users (via e-mail) to load their training requirements. (**Note:** The training users should have loaded training requirements based on AF/A1P Data Call deadlines.)

18.12.1.1. AETC/A3PZ forwards the programmed data spreadsheet to 2 AF/TTOC-S to distribute to all TRQI Managers, MAJCOM Type 6 DL POCs and AETC Type 6 DL Training Managers for validation.

18.12.1.2. Type 6 DL Training Managers ensure that TRQI Managers make appropriate adjustments to quotas requiring modification prior to beginning of the execution year. TRQI managers may also initiate quota modifications, as needed.

18.12.1.3. 2 AF/ TTOC-S provides AETC/A3P the quality checked requirements used to create a revised Type 6 DL PTT after each annual QC cycle is complete for posting on the HQ AETC/A3P website.

18.12.1.4. Immediately prior to the execution year, AETC/A3PZ compares the Type 6 DL PTT with the requirements and TRQI Managers or the AFPC Call Center personnel enter into MILPDS/OTA. This information and any significant discrepancies in the data comparison are forwarded to TRQI Managers for final validation.

***18.13. Type 6 DL Training Planning Data Quality Checks.**

*18.13.1. Type 6 DL Planning Data Quality Checks. AETC/A3PZ will create a spreadsheet that reflects the Type 6 DL courses and projected requirements loaded in MILPDS/OTA for the quality check out year. Requirements to be validated are primarily for Type 6 DL courses required to be scheduled such as Webinar, ITV, group-paced courses. To minimize workload on field units, 2 AF will validate self-paced course requirements based on historical usage. Due to the nature of Type 6 DL, most out-of-cycle requirements can be met with minimal impact on resources. Exception: AFPC identifies ADAF requirements and AFRC and ANG identify Reserve and Guard requirements respectively in MilPDS/OTA for mandatory 7-level training.

*18.13.1.1. AETC/A3PZ forwards the emergent year programmed data spreadsheet (DRAFT PTT) to 2 AF/TTOC-P to distribute to all Training Managers for validation (**Note:** For Type-6 courses, Training Managers will also coordinate with TRQI Managers and MAJCOM Type-6 DL POCs).

*18.13.1.2. Type 6 DL Training Managers ensure that TRQI Managers make appropriate adjustments to quotas requiring modification prior to beginning of the execution year. TRQI managers may also initiate quota modifications, as needed.

*18.13.1.3. 2 AF/ TTOC-P provides AETC/A3P the quality checked requirements used to create a revised Type 6 DL PTT after each annual QC cycle is complete for posting on the HQ AETC/A3P website.

*18.13.1.4. Immediately prior to the execution year, AETC/A3PZ compares the Type 6 DL PTT with the requirements and TRQI Managers or the AFPC Call Center personnel enter into MILPDS/OTA. This information and any significant discrepancies in the data comparison are forwarded to TRQI Managers for final validation.

18.14. **Elimination Rates.** Attachment 21 identifies the step-by-step process used to calculate, coordinate and approve PERs and a summary of roles. Attachment 22 identifies how to determine use of the PERs in a pipeline.

18.15. Course Constraints.

18.15.1. The TM reviews the entry requirements for all pipeline courses and determines if the requirements exceed capacity. If requirements exceed capacity, that is, if there are shortfalls in equipment, facilities, training devices, or funding as a result of increased student entry requirements, the TM prepares constraint packages (Attachment 16) to include constraint worksheets and explanatory bullet background papers (BBPs). The constraint worksheets and BBPs identify potential production capability shortfalls through 2 AF/TTOC to HQ AETC/A3T/A3P or directly to HQ AETC/A3P for non-2 AF schoolhouses. (See Attachment 23).

18.15.2. If the shortfall is manpower only, the TM will complete an Additional Instructor Requirements Worksheet (AIRW) (Attachment 25 and 25). Do not constrain courses for instructors only, unless operations tempo is such that personnel cannot be released to instructor duty. Thus, in rare cases AETC restricts courses for problems with instructor fills causing the schoolhouse to lack qualified instructors to teach the numbers required in the PTT.

Table 18.7. Responsibilities Related to Instructor Requirements.

	OPR	Action
1	2 AF	Identifies AFSCs where early reporting of instructors is required to meet course entry requirements and completes draft AIRWs and posts to EIS/OIS CoP.
2	AETC/A3PZ	During the TFMC, discusses draft AIRWs for required courses. Consolidates and forwards AIRW package to AETC/A3P.
3	AETC/A3P	Reviews and signs memo and forwards to AETC/A1MRT.
4	AETC/A1MRT	Based on AIRWs, calculates estimated instructors earned to show increases and decreases. Returns consolidated AIRWs showing estimated instructors earned to AETC/A3P.
5	AETC/A3P	Collaborates with 2 AF to form package, then forwards package to AETC/A1K.
6	AETC/A1K	Contacts AFPC to work early reporting of required instructors. Forwards approved AIRWs to AFPC and AETC/SG (medical only) for filling of instructor positions.
7	AETC/A1K	Notifies AETC/A3P and 2 AF/TTOC on any issues surrounding early instructor reporting to allow TRGs to identify course impacts due to delayed instructor reporting.

Note: The additional instructor requirements generated by the AIRW are estimates based only on initial skills training requirements, and may change during official pricing when all programs (EIS, OIS and MRT) are considered.

18.15.3. AETC/A3PZ forwards data on unresolved constrained courses to AF/A1PT with a recommendation for action. AF/A1PT revises the draft EIS PGL to reflect unresolved constrained courses.

18.15.4. If any course in a multiple course pipeline is constrained, it affects all courses in the pipeline with a proportional decrease in course entries.

Table 18.8. Essential Documents in the Constraint Process.

	Document	Purpose
1	Course Constraint Worksheet Attachment 16, 17	Determines a fair share distribution of users' student training requirements based on maximum course capacity.
2	Bullet Background Paper Attachment 16	Identify the reasons for the constraint worksheet (equipment, facilities, funding, or manpower/personnel.)
3	Additional Instructor Requirements Worksheet (AIRW) Attachment 24, 25	Provides an estimated number of instructors required to support the PGL/PTT training requirements. AETC/A3P forwards to AETC/A1MRT for staffing and future pricing.

	Document	Purpose
4	Capacity Assessment Worksheet (2 AF units only) Attachment 18	Calculates course capacity.

18.15.5. The constraint process is used in two ways. Initially, it informs Air Staff that production in the AFSC must be limited unless the constrained items (facilities, equipment, or money) are funded sufficiently to be removed. If that does not occur, the constrained requirements are levied on a fair share basis with most TRQIs to the level at which the schoolhouse's capacity can perform. One TRQI is not fair shared in the constraint (that is, they are not limited to the constrained amounts): international students.

Table 18.9. Training Requirements Responsibilities.

	OPR	Responsibility
1	HQ AETC/A3T	Coordinates actions to reconcile EIS, OIS, and MRTP formal training requirements with existing TRW/TRG/school resources when the additional resources needed to eliminate the course constraint are not available. Tasks TRG with CRE submission; reviews and validates constraint worksheets. (Attachment 16) including elimination rates.
2	HQ AETC/SGS	Accomplishes programming actions consistent with the PPBS to ensure training requirements are met for medical courses.
3	HQ AETC/A3R	Price the PGL requirements for insertion into the POM process. Reviews constraint worksheets with accompanying resource requirement bullet background papers for compliance (Attachment 16) and validates the recommended actions and resources designed to eliminate conditions of the constraint. Works with AF/A1PT to determine whether to submit the constrained course in POM, Fin Plan, or BER.

Table 18.10. Timelines Applicable to Annual Resource Activities.

	Notification FY	PGL FY	Applicable Resource Activity
1	Current year (CY)	+ 1	Financial Plan (FinPlan), BER
2	CY + 1	CY + 2	Program Objective Memorandum (POM)

18.16. Procedures for Unconstraining a Course.

18.16.1. Follow the student entry rule (for example, the total FY entries determine when a course is not constrained.)

18.16.2. Check for any other resource impacts other than instructors.

18.16.3. Prepare an unconstraint worksheet using the same format as the constraint worksheet. Reflect the new maximum capacity, and add an update in the remarks block

describing what has been done to fix the constraint. Send the worksheet through the schoolhouse's appropriate squadron, group, wing, NAF, and HQ AETC/A3P/A3T advising of the removal of the constraints. Attachment 23 identifies the process of seeking resources to unconstrain a course progressively from the lowest level (Squadron Level) to higher levels (TRG, TRW, NAF, HQ AETC, Air Staff).

18.16.4. HQ AETC/A3P will inform AF/A1PT of the constraint removal. AF/A1PT will coordinate with HQ AETC/A3P, and HQ AETC/A3T for any program changes desired during the execution year. Otherwise, program changes will not occur until the next TFMC (unconstraining a course).

19. Roles and Responsibilities.

19.1. Related to Resources and Requirements Supporting 2 AF Courses/Pipelines.

***Table 19.1. HQ AETC/A3T Responsibilities.**

	Organization Subgroup/category	Role/Responsibility
1		Provides guidance, assistance, and oversight in the development of resource requirements needed to eliminate constrained AFSCs, or course conditions for all technical training.
2		Submits resource requirements to HQ AETC/A3P/A3R.
3		Works with AETC/A3R to track and advocate resource requirements for constrained AFSCs, or courses as they move through the BER, Financial Plan, and/or POM process.
4		Coordinates actions to reconcile enlisted initial skills formal training requirements with existing training group/school resources when the additional resources needed to eliminate the course constraint are not available.
5	TPM	Notifies AETC/A3TI of any interservice constrained course.
*6	Interservice	Respond to queries about ongoing/ proposed interservice training collaborations and other training policy issues.
*7		Assist in resolving constrained interservice course issues.
*8		Attend TFMC including preliminary and after conference meetings as required to support.

Table 19.2. HQ AETC/A3P Responsibilities.

	Organization Subgroup/category	Role/Responsibility (HQ AETC/A3P)
1		Serves as the AETC strategic processing point for all technical training requirements including: Enlisted Initial Skills (EIS), Officer Initial Skills (OIS) and advanced/supplemental training (MRT).
2		Works directly with 2 AF/TTOC and non-2 AF schoolhouses to determine EIS and OIS course capacity and with AF/A1PT to

	Organization Subgroup/category	Role/Responsibility (HQ AETC/A3P)
		determine out-year EIS and OIS training requirements (by AFSC and course).
3		Input PRD and PGL data into the PTT to convert grad requirements to entry requirements to assist schoolhouses with capacity drills and balance fiscal year accession resources.
4		Based on training requirement increases, works with AETC/A1M to identify additional instructor requirements and AETC/A1K to ensure the early reporting of instructors.
5	MAJCOM Production POC	Researches and reports on technical training production and pipeline metrics from strategic perspective.
6	Systems Integration	Oversees functional and program management for all TT data systems (ADSS, TTMS and TPS) for the command.
7		Oversees functional and program management of ETCA.
8		OPR for ELM functional management and business process ownership issues.

Table 19.3. HQ AETC/A3P Responsibilities –EIS.

	Role/Responsibility
1	Approves annual enlisted initial skills production report to HQ USAF/A1P in conjunction with A3R.
2	Reviews training requirements from other services and federal agencies, and submits to HQ USAF/A1PT.
3	Provides HQ USAF/A1PT a constraint worksheet (see Attachment 16) for each course AETC is unable to meet the Air Force enlisted initial skills training requirement, and a plan for remediation (OCRs: A3T, A3R).
4	Hosts and co-chairs the annual TFMC during which all out-year enlisted initial skills training requirements are reviewed and validated with AF training users (ANG, AFRC, Sister Services, and International). Coordinates with HQ USAF/A1PT to establish the specific date and location of the conference.
5	Staffs course programmed elimination rates for NPS IAW Attachment 21 .
6	Receives and distributes the EIS PGL, converting it to the AETC Programmed Technical Training document (PTT) by listing entry requirements by course.
7	Ensures TPS is updated with approved programmed elimination rates.
8	Coordinates with Computer Contractor to ensure Baseline PTT (TPR and STR) requirements are developed in TPS.

Table 19.4. HQ AETC/A3P Responsibilities – Officer Initial Skills (OIS).

	Role/Responsibility
1	Approves annual officer initial skills production report to HQ USAF/A1P.
2	Reviews training requirements from other services and federal agencies, and submits to HQ USAF/A1PT
3	Provides HQ USAF/A1PT a constraint worksheet (see Attachment 17) for each course AETC is unable to meet in the Air Force officer initial skills training requirement, and a plan for remediation.
4	Co-chairs the annual OAC during which all out-year officer initial skills training requirements are reviewed and validated with AF training users (ANG, AFRC, AFPC and International).
5	Receives the OIS PGL and develops, distributes and posts the OIS PTT to the OIS CoP.

Table 19.5. HQ AETC/A3P Responsibilities – MRTP.

	Role/Responsibility
1	Co-chairs the MRTP conference each year with USAF/A1PT.
2	Receives, distributes and posts the MRTP PGL. Converts MRTP schedule to MRT PTT which 2 AF/TTOC/P uses as the basis for scheduling advanced and supplemental courses.

Table 19.6. HQ AETC/A3P Responsibilities – Type 6 DL Training.

	Organization Subgroup/category	Role/Responsibility (HQ AETC/A3P Responsibilities – Type 6 DL Training)
1		Provides spreadsheet to 2 AF/TTOC to solicit Type 6 DL requirements.
2		Compile, distribute and post the Type 6 DL spreadsheet each year, following the annual data call.
3		Create programmed requirements document from planning data to be used as the basis for quality checks (QC).
4		Revise the Type 6 DL spreadsheet after each annual QC cycle is complete for posting on the HQ AETC/A3P website.
5		Submits validated requirements to TRQI managers.
6	HQ AETC/A3PZ	Immediately prior to the execution year, compares the Type 6 DL spreadsheet with the requirements entered into MILPDS/OTA by MAJCOM/A1P. Discrepancies are referred to AETC TMs and TRQI Managers for final validation.

Table 19.7. Common Responsibilities HQ AETC/A3R/A3T/A3Z/SGU and 2 AF.

	Role/Responsibility
1	Attend TFMC including preliminary and after conference meetings as required to support.

	Role/Responsibility
2	Identify and resolve problems associated with actual elimination rates exceeding the programmed elimination rate.
3	Identifies trends in graduate over and/or under production in the execution process and report these differences to AETC/A3PZ.
4	Review constraint worksheets and accompanying bullet background papers for compliance (Attachment 16), and validate the recommended actions and resources designed to eliminate conditions of the constraint. Consolidate and forward to HQ AETC/A3P valid and complete constraint worksheet, and accompanying bullet background papers.
5	Provides guidance, assistance, and oversight in the development of resource requirements needed to eliminate constrained course conditions.

Table 19.8. HQ AETC/A3R Responsibilities.

	Organization Subgroup/category	Role/Responsibility
1		Price the PGL requirements for insertion into the POM process.
2		Submits resource requirements for constrained courses for action in the BER, Fin Plan and/or POM submissions.
3		Submit field data sheets to AETC/A3PZ for the Institutional Training Readiness Report (ITRR) to the US Congress according to data call.
4		Provides data to A3P on all required annual reports.
5	AETC/A3RF	AFI 11-412, <i>Aircrew Management</i> , is the governing instruction on Programmed Flying Training (PFT). AF/A30T provides AF/A1PT with the Career Enlisted Aviator (CEA) negotiated PFT number that is derived from projected PFT capacity calculated from the PFT Conference. AETC does not constrain EIS PGL numbers based on PFT.

***Table 19.9. Deleted**

Table 19.10. HQ AETC/FMAM Responsibilities.

	Role/Responsibility
1	Prepare the AETC TDY to School Budget submission in coordination with AETC/A3R for Execution Plans, Initial Distribution, Operating Budget Review Committee (OBRC), and POM Cycle. Price out and compute the cost per quota for all exercises, including lodging rate increases, per diem increases, for MRTP and apply against PGL.
2	Provide input for 2AF/TTOC MER Tracker – Fund Cites Issued by TRQI.
3	TDY to School Program Management.

Table 19.11. HQ AETC/SGS and SGU Responsibilities.

	Organization Subgroup/category	Role/Responsibility
1	EIS	SGU Tracks and advocates resource requirements for constrained medical AFSCs or courses as they move through the BER, Fin Plan, and/or POM process.
2		SGU coordinates actions to reconcile enlisted initial skills formal training requirements with existing training group/school resources when the additional resources needed to eliminate the course constraint are not available.
3		SGS accomplishes programming actions consistent with the Planning, Programming, and Budgeting System (PPBS) to ensure training requirements are met.
4	M RTP	SGU provides guidance, assistance, and oversight in working 7-Level requirements. SGU tracks and advocate resource requirements for constrained medical AFSCs or courses as and coordinate with SGS as they move through the BER, Fin Plan, and/or POM process.

Table 19.12. HQ AETC/A1MRT Responsibilities.

	Role/Responsibility
1	Based on AIRWs, calculates estimated instructors earned to show increases and decreases. Returns consolidated AIRWs showing estimated instructors earned to AETC/A3P.
2	2 AF/TTOC coordinates instructor pricing with AETC/A1MRT for all technical training courses.

***Table 19.13. 2 AF Responsibilities.**

	Organization Subgroup/category	Role/Responsibility (2 AF Responsibilities)
1		Coordinate all resourcing and scheduling actions with HQ AETC/A3R for CEA pipelines to ensure that 19AF schoolhouses can support changes and Courtesy Copy HQ AETC/A3P.
2	CEA Pipelines	Assist HQ AETC/A3P.
3	Accession Plan	2 AF/CC approves the accession plan and releases it to recruiting service.
4	Capacity Assessment	Provides directions to TMs under 2 AF in the use and submission of capacity assessment worksheets as required (Attachment 18).
5	Validates, Approves	2 AF/TTOC validates and approves training capacity and programmed elimination rates under its purview, including constraint worksheets, approved risk assumption, and constraint

	Organization Subgroup/category	Role/Responsibility (2 AF Responsibilities)
		bullet background papers (BBPs), and AIRWs, following the TFMC or OAC and after AF/A1P signs out the PGL.
5	Scheduling	Provide scheduling guidance to the TRGs and task them to build course schedules.
6		Validates technical training class schedules released from the training groups to ensure programmed elimination rates are applied, and OTA released class schedules will meet PTT entry requirements.
7		Prepares and releases class schedules for manpower pricing and develop accession plan.
8		Approves and releases course schedules to flow from TPS to OTA for users to begin sub-allocating names to seats.
9		Develops Holiday Exodus Guidance.
10	MRTP, EIS, OIS	Coordinates with HQ AETC/A1MRT to establish the specific dates for annual instructor pricing .
11	Quota Management Authority	Processes Non-ADAF users' requests for reallocation of scheduled training quotas and processes out-of-cycle requests IAW Table 18.6.
12	MRTP	Develops and approves annual MRTP execution report to HQ USAF/A1P.
13	2 AF/Det 1	Once schedules are completed, uses schedules to produce an accessions plan. The accessions plan identifies timeframes (week groups) by which AFRS must have recruits enter active duty to meet BMT and TT Class Start Dates (CSDs).
*14	Type 6 DL Training Program (2 AF/TTOC-S)	Provides validated Type 6 DL requirements during the MRTP validation process.
*15	2 AF/TTOC-S	Maintains 2 AF distance learning (Type 6 DL) web site.

Table 19.14. Training Wings/Groups/Schoolhouses Responsibilities.

	Organization Subgroup/category	Role/Responsibility
1	All Schoolhouses – Pre TFMC/OAC	Accomplish capacity assessment to determine which AFSCs or courses are unable to meet the AF training requirement.
2	2 AF Schoolhouses	Complete capacity worksheets as directed by 2 AF/TTOC. Detailed instructions for the worksheet are available at Attachment 18 .
3	All Schoolhouses – Pre TFMC/OAC	Use approved programmed eliminations rates in developing class schedules. Apply procedures as in Attachment 22 .
4	TDY-to-School Student Lodging	IAW AFI 34-246 para 3.2 and subs, Air Force Lodging Program, students attending formal training courses funded with TDY-to-

	Organization Subgroup/category	Role/Responsibility
	Requirement	School dollars have priority for on-base lodging over all other personnel categories.
5		Training Groups Course Training Managers will establish internal procedures to ensure class schedules are provided to lodging general managers quarterly.
6		The lodging general manager will make group/block reservations in the Lodging Automated System (LTS) for the projected classes (by class name, class number, and number of students) IAW AFI 34-246.
7		Individual Course Training Managers will review class schedules monthly for accurate forecasting for the next 3 months and provide a list of student names NLT 2 weeks prior to CSD.
8		Lodging staff will input names to the group bookings and cancel all unused allocations. The course coordinator will schedule and confirm all reservations, ensure students are aware that a lodging reservation has been made (no personal reservations are necessary) and that they are to report to lodging for a group reservation room.

19.2. Related to Resources and Requirements Supporting Non-2 AF Courses/Pipelines.

Table 19.15. HQ AU/CFR Responsibilities.

1	HQ AU/CFR Only	Direct schools to schedule training requirements provided by HQ AETC/A3P.
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Table 19.16. ECPD/MSOT Responsibilities.

	Role/Responsibility
1	Accomplish capacity assessment to determine which schools/courses are unable to meet the AF training requirement.
2	Use AETC/A3PZ approved programmed eliminations rates in developing class schedules. Apply procedures as in Attachment 22 .
3	Monitor student production trends/seat utilization and notify AETC/A3PZ regarding significant issues (i.e. excess quotas).

***Table 19.17. 2 AF/TTOC-P Responsibilities Related to Sister Services**

1	Suballocate AF members into sister service registration systems for all technical training sister service courses with parallel AETC formal training courses when this is not accomplished by an automated system interface (Army Training Requirements and Resources System (ATRRS), enterprise Navy Training Reservation System (eNTRS), etc.).
2	Suballocate AF members into sister service registration systems (ATRRS, eNTRS, etc.) for sister service technical training courses when there is yet no current parallel AETC formal training course when contacted by a TRQI manager and provided the required student

	information via the Sister Service Course Worksheet (See attachment 27).		
3	Army Procedures	1	Obtain an ATRRS account for each Program Manager (PM) that provides quota management support for Army technical training courses.
		2	PMs will receive Army-required student information for initial skills courses from OTA Reports and for supplemental/advanced courses from the TRQI via the Sister Service Course Worksheet (See attachment 27). If required student information is not received within the timeframes listed in para 18.10.5.2.2.1., the PM can cancel the quota out of OTA/MILPDS to avoid student being returned to station due to AF student not having a validated ATRRS seat.
		3	For those allocations that will be used, but there is no current student information to put in ATRRS, quotas will be put on "HOLD" status. This will ensure allocations will not be taken automatically. As soon as the required student information is available, a substitution will be made in ATRRS.
		4	If the PM is notified that quotas will definitely not be used or increases are requested, forward the details to HQ AETC/A3PZ for action.
4	Navy Procedures	1	Obtain an eNTRS account for each Program Manager (PM) that provides quota management support for Navy technical training courses.
		2	PMs will receive Navy-required student information for Initial Skills courses from OTA Reports and for supplemental/advanced courses from the TRQI via the Sister Service Course Worksheet (See attachment 27). If required student information is not received within the timeframes listed in para 18.10.5.2.2.1., the PM can cancel the quota out of OTA/MILPDS to avoid student being returned to station due to student not having a validated eNTRS seat.
		3	For those allocations that will be used, but there is no current student information to put in eNTRS, quotas will be put on "NO NAME RESERVATION" status. This will ensure allocations will not be taken automatically. As soon as the student information is available, a substitution will be made in eNTRS.
		4	If the PM is notified that quotas will definitely not be used or increases are requested, forward the details to HQ AETC/A3PZ for action.
		5	Moving quotas to different classes will be requested by sending an e-mail to the applicable Production Management Office Line Analyst co-located with NETC at Millington TN.

Section E—Programming and Scheduling.

20. Purpose. This section establishes basic programming and scheduling guidance.

21. Requirements and Process.

21.1. After the Training Flow Management Conference (TFMC), AF/A1P finalizes training requirements in the form of a PGL (the official requirements document) from which AETC/A3P completes the PTT and releases it to 2 AF/TTOC to accomplish annual programming and scheduling.

21.2. The PGL contains the aggregate scheduling baseline; however, the TMs are not to use those numbers for scheduling. AETC creates scheduling requirements documents (spreadsheets and PTT) which identify the number of requirements approved for scheduling for each user or training resource category. Requirements for initial skills should not exceed the PGL/PTT baseline established by Air Staff. AETC tasks 2 AF who, in turn, tasks the TMs through Training Wing/Group POCs to build class schedules in accordance with the number of requirements identified in the AETC scheduling requirements documents located on the AETC/A3P Enlisted Initial Skills Community of Practice on AF Knowledge Now. **Note:** For courses owned by sister services or other DoD agencies do not schedule more requirements than granted to the AF by sister services.

*21.3. Based on the funded Baseline PGL, HQ AETC/A3P provides a PTT to 2 AF/TTOC and the schoolhouses falling outside 2 AF. The TM uses the PTT in conjunction with pipeline guidance in Table 21.1 to schedule classes.

Table 21.1. Validating the PTT.

	Pipeline	Calculation	Result
1	Single course	ADAF NPS requirements / (1- PER (expressed as a percent)).	Entries required in COIE.
2	Multiple courses	1. Calculate as above for the last course in the pipeline. 2. Calculate for the next course (and then any previous courses up through the COIE.)	1. Entries required in the AFSC-awarding course. 2. Entries required in each/all previous courses.

Note: In a multiple course pipeline, the output of the first course is the required input for the second course and so forth. Total entries required for the COIE are determined by adding the PTT requirements for each student type.

21.4. Scheduling Guidance.

21.4.1. Review and validate requirements in TPS.

21.4.1.1. TMs begin the scheduling process by performing a requirements review in TPS to ensure the users' requested requirements in TPS are consistent with AETC's scheduling requirements documents. Requested requirements may exceed funded requirements, but TMs validate only the number of requirements approved for scheduling. For Sister Service/Other Agencies, TMs will validate requirements to ensure consistency with requirements documents.

21.4.1.2. If requested requirements in OTA are less than funded requirements, TMs will work with TRQI Managers to update OTA to be consistent with requirements identified in AETC's scheduling requirements documents. Otherwise, course schedules will NOT flow properly from TPS to OTA. Communication can be by telephone, e-mail or both and should be as early in the scheduling process as possible. Only the TRQI Manager can change requested requirements in OTA.

21.4.2. 2 AF/TTOC provides specific scheduling guidance to TRWs/TRGs for a given fiscal year and ensures that the academic calendar in TPS is up to date before each programming cycle.

21.4.2.1. TMs will finalize schedules in TPS based on the AETC scheduling requirements documents, place schedules in “TM Lock” and then notify the Quality Review Council. TMs will provide copies of or access to the Proposed Distribution Report & Summary and the completed Multiple Course Pipeline Checklist, if applicable, to the Quality Review Council.

21.4.3. The Quality Review Council is an essential part of the scheduling process. Each Training Group’s Director, Training and Education or equivalent will assemble a Quality Review Council to review all schedules and spreadsheets before TMs release schedules to the responsible PM. The Group’s Director, Training and Education determines the exact procedures for implementing the council.

21.4.3.1. The Quality Review Council consists of personnel within the schoolhouse who are experienced in scheduling. Their purpose is to analyze schedules to ensure compliance with established criteria and to resolve conflicts with Training Managers before releasing schedules to the 2 AF Program Manager. The TRG Director, Training and Education will chair and appoint members to the Quality Review Council.

21.4.3.2. The Quality Review Council verifies that the schedules and spreadsheets comply with scheduling guidance and are ready for release to the PM. TMs will provide e-mail notification to PM when schedule is in TM lock and ready for review. PMs review the schedules that TMs submit and return them to the Quality Review Council for correction if they find errors.

21.5. Changes to Plans, Program Guidance, and Schedules

21.5.1. **Out-of-cycle Requests.** Out-of-cycle transactions must conform to the Quota Management Adjustment process in this instruction See 18.10.5.

21.5.1.1. **Under Max Class Size.** TRQIs may submit OOC to the PMs for all classes allocated under their maximum size starting in the execution year. (Exceptions: enlisted, officer initial skills courses)

21.5.2. **Course Anomalies.** These anomalies include but are not necessarily limited to course conversions, mergers, Centers of Excellence moves, constraint removals, and class cancellations or additions.

*21.5.2.1. **Adding New Course.** See AETCI 36-2203

*21.5.2.2. **Course Auto-Conversions.** See AETCI 36-2203

*21.5.2.3. **Discontinued Courses.** See AETCI 36-2203.

21.5.3. **Changes to Original Schedules.** When changes to original schedules are required, TMs will accomplish the AETC Form 179A (Attachment 26) and submit it to 2 AF/TTOC Det 1 (AJ10), AFPC Accessions (AJ1J, AJ1K) or Officer Accessions (AM10) prior to submission of 179A to PM.

21.5.3.1. **Delete Classes.** TMs must notify all TRQIs if Class Start Date (CSD) is within 30 days. Annotate completion of notification task in block 16 of the 179A. Coordinate changes involving MX 20 (International Students) with the Foreign Military Training Office NLT 60 days prior to class start date.

21.5.3.2. **Add Classes.** TMs will notify all appropriate TRQIs to build any additional requirements in OTA, as necessary, for added classes.

21.5.3.3. **Change Class Allocations.** If the user requirements change (MRTP/TPR), TMs will coordinate with 2 AF/TTOC Det 1 (AJ10), AFPC Accessions (AJ1J/AJ1K) and/or Officer Accessions (AM10) as applicable, prior to submitting a 179A stating where they require additions/deletions.

21.5.4. Miscellaneous Scheduling Guidance.

21.5.4.1. Do not schedule classes of five academic days or less that have TDY students over the weekend. If possible, avoid scheduling classes to start on a Monday after a Holiday.

21.5.4.2. Schedule classes of 10 academic days to start on Monday and grad on Friday.

21.5.4.3. Minimize delays between courses in multiple course pipelines.

21.5.4.4. Avoid graduating a class on a Friday following a Thursday holiday. Accelerate or start one day early for a Wednesday graduation.

21.5.4.5. Give civilian students first priority for day shift classes. If a student is assigned to a shift between 1800 and 0600, give the student a copy of the academic schedule to send to his or her time and attendance officer. Also provide a revised training schedule if the schedule changes.

*21.6. **Contingency Plans.** Follow your installation's Comprehensive Emergency Management Plan (CEMP 10-2) as directed by AFI 10-2501, *Air Force Emergency Management (EM) Program Planning and Operations*, and Reconstitution of Mission Plans (RoMP) if unforeseen events force training cancellation.

Table 21.2. Type 6 DL Scheduling and Distribution Guidance.

	Scheduling Area	Guidance (Type 6 DL Scheduling and Distribution Guidance)
1	Course Announcement.	TMs publicize courses through the Education and Training Course Announcement (ETCA) website. The course announcement will specify registration requirements, course delivery requirements, and customer responsibilities at user sites. TMs will coordinate with 2 AF/TTOC prior to finalizing ETCA content. 2 AF/TTOC will also assist with preparing Type 6 DL POC instructions on new courses. In addition, the TM coordinates with 2 AF/TTOC, HQ AETC/A3T TPM, and the AFCFM on a message to the field announcing course releases. TMs will provide inputs (broadcast schedules, course announcements, course revisions, etc.) for the 2 AF <i>Live Guide</i> .
2	Base Type 6 DL POCs	Provide administrative support for Type 6 DL, screen for requirements, request out-of-cycle requirements, manage and control Type 6 DL materials, control examination material, and schedule and conduct broadcasts. (Note: Type 6 DL POCs may also serve as site coordinators providing technical and administrative support for satellite broadcasts and function as test control officers (TCO). The Type 6 DL POC role is defined in AFI 36-2201.
3	Annual Screening.	Air Staff initiates the Type 6 DL annual screening concurrently with MRTP screening. See AFI 36-2201 for specific guidance on Type 6 DL annual screening requirements. Use requirements identified in the annual screening to build annual broadcast schedules, and to plan and position resources in support of other Type 6 DL courses.
4	Out-of-Cycle Requests.	All Type 6 DL training requests submitted after the annual screening (out-of-cycle) are addressed based on availability of HQ AETC resources. Type 6 DL out-of-cycle training requests are sent to the appropriate TM. TMs determine whether the request can be met and act accordingly, either scheduling the required resources or advising the MAJCOM that the resources are not available to provide the requested training.
5	Scheduling Training	The majority of Type 6 DL courses are designed to be self-paced, asynchronous and do not require suballocations, but do require the TM scheduling classes. However, some Type 6 DL courses such as webcast and ITV are synchronous, designed to include interactivity with an instructor or other students. For these courses, the AETC TM validates and schedules requirements. Although allocations may be limited by the facilities on site, normally the maximum number of students in training at each base will determine the number of classes needed to meet the training requirement. When no cost-effective delivery is available, the TM will notify the requester.
6	Mandatory 7-Level Courses (Web-Based)	TMs build required number of classes to support training requirements. AFPC enters student data for active duty students; AFRC and ANG DPs enter student data.

	Scheduling Area	Guidance (Type 6 DL Scheduling and Distribution Guidance)
7	Asynchronous Courses Passing on ADLS/TTMS interface	TMs schedule regular classes throughout the FY (typically one or two classes per month).
8	Web-Based Training.	Technical training courses available via the Internet are available on the ADLS. Contact HQ AETC/A3IA or 2 AF/TTOC for web address. Course descriptions are available in the ETCA. Students enroll via ADLS, notify the Type 6 DL POC if they need additional materials and when ready to test, if applicable. After the schoolhouse confirms the student has successfully completed the test, AF Form 1256s are mailed to the Type 6 DL POC for distribution to graduates.
9	Courses Requiring Satellite Time.	For courses requiring satellite time, the TM provides inputs such as uplink site requirements, downlink site locations, and broadcast schedule to the satellite scheduling function for the local broadcast facility. The satellite scheduling function will coordinate all requests with 2 AF/TTOC to minimize scheduling conflicts. TMs will deliver schedules to the satellite scheduling function for forwarding to 2 AF/TTOC for inclusion in an annual broadcast schedule and 2 AF Live Guide.
10	ITV	For ITV courses, at least 40 calendar days prior to scheduled broadcasts, the instructor or faculty member assigned to the course will contact the Type 6 DL POCs who have not provided a preliminary AETC Form 325.
11	CD-ROM and Paper-Based Courses	CD-ROM and paper-based courses are shipped as directed by the TM. In some cases, they are prepositioned with the appropriate base level Type 6 DL POC who maintains them in a library so they are available to students on an as-needed basis. Additional CD-ROMs and paper-based materials may be requested using an out-of-cycle request. TMs build required number of classes to support training requirements.
12	Training Delivery	The distribution function must dispatch training materials no later than 30 days prior to CSD. For out-of-cycle requirements, dispatch course materials within 15 days of receipt of the request. Base Type 6 DL POCs may establish a library for Type 6 DL materials for high-flow courses. The delivery process must remain responsive to customer needs. TMs should fill requests for additional materials and class seats if resources and timing permit. TMs will work with course personnel to ensure training materials are made available to the distribution function for reproduction and distribution so the distribution function can comply with established timelines.

Section F—Metrics.

22. Purpose. The purpose of this section is to establish meaningful metrics that act as true indicators of success in reaching organizational goals, to determine organizations responsible, when or how often organizations will check metrics, and actions required as a result.

23. Definition. Metrics are measures of how well organizational goals are met through processes and tasks in the past in order to accurately assess current progress and project future outcomes. The goal of metrics is to provide commanders with simple and high visibility indicators to diagnose where to adjust training processes and pipeline flows to satisfy both quality learning outcomes and production objectives.

24. The Role of Systems.

24.1. **ADSS.** ADSS is the Command's system to report and analyze student accounting data in support of management decisions. The ADSS collects data from tech training management systems: TPS and TTMS. TTMS and TPS transmit data to ADSS on a weekly basis. ADSS provides AETC with the tools and capabilities to capture data from operational delivery systems and to organize, analyze, and present information for the purpose of supporting Command decision and mission objectives. ADSS produces a number of historical reports for Air Staff. It provides a single point of reference for planned and actual production metrics including a means to survey.

24.2. **TPS.** TPS provides ADSS requirements, allocations and course and class scheduling information.

24.3. **TTMS.** TTMS is the official system for entering, tracking, and reporting student accounting from Training Squadrons up their chains to TRGs/TRWs and from TRGs/TRWs on to 2 AF. In addition, TTMS is the official system for tracking and reporting student accounting training data from 2AF to HQ AETC when the data requirement must be more current than ADSS provides. TTMS provides ADSS actual production data along with a variety of other student accounting data including eliminations and washbacks.

Table 24.1. Standard ADSS Reports.

	Report	Description
1	Elimination rate report	Report used to determine recent and future elimination rates used by the wings for programming out year classes and distributed through the PTT. This report uses the formula of two years production to determine out year production. ((Past year production X 40% + Current Production X 60%) = Elimination rate). This report will include all courses for Initial Skill Enlisted and Officer.
2	Actual wash back report	Report used to determine how well the classes are using washbacks as a tool for continuing recovery of student in a specific resource category AFSC. This report will display the washbacks by Resource Area as a percentage by all areas listed on the PGL i.e., Active Duty (NPS, PS and Ret) Guard, Reserve, Internationals and all others.
3	Annual forecast report	Report used to project the predicted production of a resource category AFSC course. This report may be used to determine if changes or future changes to an AFSC course are needed. The forecast report is normally prepared for dissemination at the EOM March to the NAF and Wings as well as forwarded to AF/A1PT.
4	Annual production report	Prepared after 15 November for the previous year including Enlisted Initial Skills Courses and potentially Officer Initial Skills courses.
5	Annual elimination report	Shows how many students were eliminated from a specific AFSC with information on how many were reclassified back into a different AFSC.

25. Roles and Responsibilities.**Table 25.1. HQ AETC/A3P Metric Responsibilities.**

	Role/Responsibility (HQ AETC/A3P Metric Responsibilities)
1	Publishes monthly TTPA-F forecast for Predicted-Production metrics monitoring initial skills formal training to stay on top of command strategic goals. Metrics will include, but are not limited to historical entry, elimination and graduation rates in conjunction with execution data with an emphasis on pipeline visibility of the entire Training Enterprise to include agencies/commands outside of AETC.
2	Reviews and determines Programmed Washback Rates (PWR) for the out years by analysis of prior and current actual washback rates.
3	Provides strategic oversight for all enlisted and officer initial skills training production and management.
4	Publishes monthly metrics monitoring initial skills formal training to stay on top of command strategic goals. Metrics will include forecast and execution information with an emphasis on pipeline visibility of the entire Training Enterprise including agencies/commands outside of AETC. Data trends, if applicable, that affect AETC's strategic vision will be analyzed and compiled into a comprehensive report then provided to the appropriate agency/NAF for action.
5	Ensures data is available to provide periodic and end of fiscal year reports not later than 15 November of each year. The standard reports are available from ADSS.
6	Conduct long term strategic analysis of eliminations and washbacks for out-year planning. If negative trends exist within the initial skills pipeline, create trend-analysis reports and distribute them to NAF or other outside agencies/commands for action.
7	Prepare Programmed Elimination Annual Report and coordinate with 2 AF and other agencies
8	Coordinate with other outside AETC agencies for data, develop and submit annual Institutional Training Readiness Report (ITRR) to Air Staff/OSD no later than 15 February of each year. Data collection will be extracted from several different Air Force computer systems.
9	Coordinate with other outside AETC agencies for data, develop and submit semi-annual Budget Justification Book (J-Books) Report to HAF/AIPT no later than 30 June and 31 December of each year. Data collection will be extracted from several different computer systems.
10	Provide annual and requested BMT/Technical Training Data Reports for AF Airman Magazine, AETC staff agencies and other Air Force agencies requesting data from A3PS. Data collection will be extracted from AETC Decision Support System (ADSS).
11	Provides oversight of BMT/Technical Training Computer Systems data integrity issues; A3P will identify data inaccuracies within TTMS and OTA affecting student management and overall accountability. A3P will create a monthly data integrity report and distribute to appropriate NAF/agency for action.

Table 25.2. 2 AF Metric Responsibilities.

	Role/Responsibility
1	Provides oversight of each training group's student management practices.
2	Submits Elimination Rates for out years to TRW/TRG TMs for validation. The check prior to TFMC covers 18 months (6 mo of current FY and 12 mo of previous FY) 2 AF approves the PERs and submits to A3PZ with rationale for adjusting the PER up or down.
3	Designates a representative at each training base to provide metric inputs on an as-requested basis.
4	Monitors course washback and elimination rate metrics quarterly.
5	Will extract data from several Air Force computer systems quarterly for the entire Initial Skills Training Enterprise to include 2AF, 19 AF (COIE), USAFSAM and other agencies outside of AETC to compile into the 2 AF Quarterly Production Briefing for AETC/CC.
6	Solicit TRGs written analysis and proposed action plans when washbacks exceed 20% and/or elimination rates are greater than 5% from programmed.

***Table 25.3. Training Manager Metric Responsibilities with TRW/TRG Accountability.**

	Role/Responsibility with Respect to PERs (Training Manager Metric Responsibilities)
1	Validate programmed elimination rates resulting from 2 AF/TTOC tasker.
*2	Check/validate actual course elimination rates (IAW Attachment 21) for courses against existing programmed rates prior to the Training Flow Management Conference (TFMC).
3	If the actual course elimination rates exceed the existing PER by two or more percentage points or washback rates are over 20% or increase by 5% or more the prior year's actual rate then perform a quality check on how instruction including instructional materials, techniques, strategies, PCs and tests may be contributing to the increased rate. Course owners conduct the quality check to analyze potential course changes to bring the elimination and or washback rates down. The TRG submits written analysis including a proposed action plan to 2 AF (if applicable) based on findings. The TRW/TRG implements an action plan (when applicable) based on analysis. If no action plan is included, submit the rationale for not including one as part of the written analysis. If a washback rate remains historically high resulting in pipeline flow issues and the TRG has implemented all known corrective steps, calculate the Expected Group Size Difference (EGSD) according to AETCI 38-202, <i>Education And Technical Training Manpower</i> to create a slight differential between the programmed group size and the max class size to create a class buffer for efficient pipeline flow. Submit an abbreviated training plan (ATP) to gain approval for the differential, if applicable.

Table 25.4. 2 AF Metric Measures and Frequency related to Total Force Recruiting.

	Category	Measure <i>Note: Analyze all metrics based on their relative positive or negative impact to Balanced Scorecard organizational goals at every level. Set objectives and adjust them as necessary to meet organizational goals.</i>	Period
1	RS	The Total Force NPS week group shipment from RS against the Accession Plan by AFSC Guaranteed Training Enlistment Program (GTEP) and Open/Aptitude Index (AIs).	Week
2	RS	AFSC overages and/or shortages in shipments; Number of recruits over or under what was planned by AFSC based on the Accession Plan. The objectives are to identify the raw numbers over or under the planned number and to ensure the right mix of AFSCs arrives weekly.	Week

Table 25.5. 2 AF Metric Measures and Frequency related to BMT.

	Category	Measure (2 AF Metric Measures and Frequency related to BMT) <i>Note: Analyze all metrics based on their relative positive or negative impact to Balanced Scorecard organizational goals at every level. Set objectives and adjust them as necessary to meet organizational goals.</i>	Period
1	BMT	The Total Force students shipped by AFRS for each week group that actually arrive against the quantity and aptitude mix of GTEPs and Open/AIs required in the Accession Plan (Aplan).	Week
2	BMT	Number of Total Force recruits entered into BMT in TTMS. Entry rates are calculated by the number of original requirements identified in the Accession Plan to the number in entry status.	Week
3	BMT	The percentage of class seats filled by BMT Reclassification only.	Week
4	BMT	Number of ADAF/AFRC/ANG recruits entered into (Graduated BMT) status code in TTMS. Graduate rates calculated by the number of original requirements identified in the Aplan to the number in actual graduation status who graduated with the same class entered.	Week
5	BMT	Recycle rates by calculating the ratio of recycles to the original entries. This measure is based on a recycle date occurring in the applicable FY. Calculate the rate both at the course level and for ADAF NPS students. Calculate the rate both at the course level and for ADAF NPS students.	Quarter
6	BMT	Student delays. 2 AF will monitor excessive delays, track trends, and seek actionable solutions to minimize student delays.	Quarter

	Category	Measure (2 AF Metric Measures and Frequency related to BMT) <i>Note: Analyze all metrics based on their relative positive or negative impact to Balanced Scorecard organizational goals at every level. Set objectives and adjust them as necessary to meet organizational goals.</i>	Period
7	BMT	Total Force graduation rates by calculating the ratio of graduates to the adjusted baseline as reflected by the programmed graduates (net of programmed attrition) for the month and year to date.	Quarter
8	BMT	ADAF elimination rates by calculating the ratio of eliminations to the original entries. For point of reference, the ADAF programmed elimination rate for BMT is 7.5%. This measure is based on an elimination date occurring in the applicable FY.	Quarter

Table 25.6. 2 AF Metric Measures and Frequency related to TT (Initial Skills).

	Category	Measure <i>Note: Analyze all metrics based on their relative positive or negative impact to Balanced Scorecard organizational goals at every level. Set objectives and adjust them as necessary to meet organizational goals.</i>	Period
1	TT	ZPs Filled: Number of TT Arrivals per Requirements (Reqs), pulled from COGNOS (ZP).	Week
2	TT	Number of TT Reclass students the 2 AF/TTOC Det 1 suballocates into a class.	Week
3	TT	(Beginning of FY-to-date) Entry Fill Rate based on Accession Plan Reqs & Actual Entries in TTMS Course of Initial Entry (COIE) status code ET#.	Week
4	TT	Pipeline Flow Utilization Rate per AFSC/shred: The actual time in training days plus standard travel it takes for student to finish the pipeline to grad the AFSC awarding course / the ideal time in training days plus standard travel it takes for grads to flow through the pipeline (course length plus standard accepted travel time between courses). 2 AF analyzes the pipeline and works issues with impacted TRGs. Drill down issues may include adjustments in the management of SNIT time including SAT, SOT, and IIT. TRGs will recommend action plans and/or submit to 2 AF downward-directed action plans that result from analysis of unacceptable pipeline utilization rates.	Month

	Category	Measure Note: Analyze all metrics based on their relative positive or negative impact to Balanced Scorecard organizational goals at every level. Set objectives and adjust them as necessary to meet organizational goals.	Period															
5	Training	<p>Washback rates by calculating the ratio of washbacks (W##) to the original entries (ET#, EE#) plus gains (EV#, EN#) minus losses (V##, T##) for completed classes. A transfer is defined as a student who transfers from one course to another or one shred to another. This measure is based on completed classes and a washback date occurring in the applicable FY. Calculate the rate both at the course level and for ADAF NPS students. If either rate increases from the prior FY rate by 5% or more or exceeds 20%, 2 AF notifies the TRG and asks for a resolution proposal. In addition, 2 AF monitors washback rates on courses that appear inordinately high. In conjunction with the TFMCI, 2 AF forwards a trend analysis report to AETC/A3PS.</p> <p>Actual Washbacks (W##) (For Completed Classes)</p> <p>Original entries + gains (EV#, EW#) – losses (V##, T##, W##, R##)</p> <table><tr><th>Original Entries</th><th>Actual Gains</th><th>Actual Losses</th></tr><tr><td>Entries from Transfer (EN#)</td><td>Entries from Washback (EW#)</td><td>Actual Washbacks (W##)</td></tr><tr><td>Initial Entries into Training (ET#)</td><td>Entries from Advancements (EV#)</td><td>Actual Advancements (V##)</td></tr><tr><td>Entries from Elimination (EE#)</td><td></td><td>Actual Transfers (T##)</td></tr><tr><td></td><td></td><td>Actual Recalls (R##)</td></tr></table>	Original Entries	Actual Gains	Actual Losses	Entries from Transfer (EN#)	Entries from Washback (EW#)	Actual Washbacks (W##)	Initial Entries into Training (ET#)	Entries from Advancements (EV#)	Actual Advancements (V##)	Entries from Elimination (EE#)		Actual Transfers (T##)			Actual Recalls (R##)	Quarter
Original Entries	Actual Gains	Actual Losses																
Entries from Transfer (EN#)	Entries from Washback (EW#)	Actual Washbacks (W##)																
Initial Entries into Training (ET#)	Entries from Advancements (EV#)	Actual Advancements (V##)																
Entries from Elimination (EE#)		Actual Transfers (T##)																
		Actual Recalls (R##)																
6	Graduate	<p>Initial skills enlisted and officer graduate rates by calculating the ratio of graduates to the adjusted baseline as reflected by the TPR adjusted programmed graduates (minus programmed elimination) for the month and year to date for completed classes. Graduation rates are measured for time periods (months) at the course level by TRQI.</p> <p>Where AJB = the total Adjusted Baseline Trained Personnel Requirements to date</p> <p>Graduation Rate = $\frac{\text{Total G## events FY-to-date}}{\text{AJB} - (\text{PER} * \text{AJB})}$</p>	Month															

Table 25.7. TRW/TRG Responsibilities.

	Responsibility
1	Monitor actual elimination rates, washback rates, and Students Awaiting Training (SAT), Students Out of Training – awaiting departure (SOT), and Ineffective in Training (IIT) accounting for all students in a specific category during the FY.
2	Stay proactive in adjusting processes, resource management and/or course material, whatever is applicable, to move students through the pipeline in the most efficient way.
3	Develops and maintains the Strength Report for all Training Wings/Groups by Base on a weekly basis. In the case of an emergency evacuation forwards this report to AETC/A2/A3 In Box. This report will determine student strength by funding type and progress made in the course to most recent grading score. List those students not yet entered into school as Awaiting Training within 24 hours of arrival. List those students that have completed training but have not yet left the base as Out of Training awaiting assignment.

25.1. **Reclassification Time.** Keep the average elimination and/or reclassification time per student less than or equal to 12 duty days.

***Table 25.8. Goals for Processing Time For Initial Skills Reclassification Process.**

	Processing Time	Begins With The	Ends When	Goal
1	Ineffective to Designated Level Approval Signature	Student being placed ineffective and elimination is considered.	Commander approves the elimination and signs the AETC Form 125A in section III.	3 duty days
2	Designated Level Approval Signature to FSS	Commander approves the elimination and signs the AETC Form 125A in section III.	The FSS receives the AETC Form 125A.	3 duty days
3	FSS	Receipt of the AETC Form 125A.	The FSS transmits the reclassification message to 2 AF/TTOC Det 1.	3 duty days
4	2 AF/TTOC Det 1	Receipt of the reclassification message at the reclassification section.	A new AFSC and CSD are assigned and MilPDS is updated.	3 duty days

JEFFREY B. KENDALL, Brigadier General, USAF
Director of Intelligence, Operations, and Nuclear
Integration

Attachment 1*GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

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***Abbreviations and Acronyms**

- *ADAF—Active Duty Air Force
- *ADL—Advanced Distributed Learning
- *ADSL—Average Daily Student Load
- *ADLS—Advance Distributed Learning Service
- *ADSS—AETC Decision Support System
- *AETC—Air Education and Training Command
- *AFA—Air Force Academy
- *AFPC—Air Force Personnel Center
- *AFROTC—Air Force Reserve Officer Training Corps
- *AFRC—Air Force Reserve Command
- *AFSAT—Air Force Security Assistance Training
- *AFSC—Air Force Specialty Code

- ***AGR**—Active Guard and Reserve
- ***AI**—Aptitude Index
- ***AIRW**—Additional Instructor Requirement Worksheet
- ***ANG**—Air National Guard
- ***ARC**—Air Reserve Component, includes both ANG and AFRC
- ***ARPAS**—Air Reserve Pay and Allowance System
- ***ART**—Air Reserve Technician (NOT Air Reserve Training Command)
- ***ASVAB**—Armed Services Vocational Aptitude Battery
- ***ATP**—Abbreviated Training Plan
- ***ATRRS**—Army Training Requirements and Resources System
- ***AWOL**—Absent Without Leave
- ***BER**—Budget Execution Review
- ***BMT**—Basic Military Training
- ***CC**—Commander
- ***CCAF**—Community College of the Air Force
- ***CCT**—Combat Control
- ***CEA**—Career enlisted aviator
- ***CEMP**—Comprehensive Emergency Management Plan
- ***CFETP**—Career Field Education and Training Plan
- ***CGC**—Center-generated Class
- ***CGD**—Class Graduation Date
- ***COB**—Close of Business
- ***COIE**—Course of Initial Entry
- ***CSD**—Class Start Date
- ***CTF**—collateral training folder
- ***CTP**—Course Training Plan
- ***DG**—Distinguished Graduate
- ***DGR**—Designated Group Representative
- ***DHS**—Department of Homeland Security
- ***DL**—Distance Learning
- ***DoD**—Department of Defense
- ***DoD IP**—Department of Defense International Program

- ***DoE**—Department of Energy
- ***DLI**—Defense Language Institute
- ***DRU**—Direct Reporting Unit
- ***ECD**—Enlisted Classification Directory
- ***ECD**—Estimated Completion Date
- ***EGSD**—Expected Group Size Difference
- ***EIS**—Enlisted Initial Skills
- ***eNTRS**—enterprise Navy Training Reservation System
- ***EP**—Electronic Principles
- ***ETCA**—Education and Training Course Announcements
- ***FinPlan**—Financial Plan
- ***FOA**—Field Operating Unit
- ***FSS**—Force Support Squadron
- ***FTD**—Field Training Detachment
- ***FYDP**—Future Years Defense Plan
- ***GSU**—Geographically Separated Unit
- ***GTEP**—Guaranteed Training Enlistment Program
- ***IAAFA**—The Inter-American Air Force’s Academy
- ***IADT**—Initial Active Duty Training (term used for ANG students in initial training)
- ***IIT**—Ineffective in Training
- ***IITS**—Ineffective in Training Status
- ***IMA**—Individual Mobilization Augmentee
- ***IMS**—International Military Student
- ***IMSO**—International Military Student Office
- ***IS**—Instructor Supervisor
- ***IST**—Initial Skills Training
- ***ITRR**—Institutional Training Readiness Report
- ***JFTR**—Joint Federal Travel Regulations
- ***JSAT**—Joint Security Assistance Training
- ***LIMFAC**—Limiting Factor
- ***LOC**—Letter of Counseling
- ***LOR**—Letter of Reprimand

- ***LTS**—Lodging Automated System
- ***MAJCOM**—Major Command
- ***METC**—Medical Education Training Campus
- ***MilPDS**—Military Personnel Data System
- ***MRTP**—Mission Readiness Training Program
- ***MTF**—Military Training Flight
- ***MTI**—Military Training Instructor
- ***MTL**—Military Training Leader
- ***MTT**—Mobile Training Team
- ***NCS**—National Call to Service
- ***NGB**—National Guard Bureau
- ***NPS**—Nonprior Service
- ***OAC**—Officer Accession Conference
- ***OCD**—Officer Classification Directory
- ***OIS**—Officer Initial Skills
- ***OMC**—Official Mail Center
- ***OPM**—Office of Personnel Management
- ***OTA**—Oracle Training Administration
- ***OTS**—Officer Training School
- ***PA**—Proficiency Advance
- ***PAS**—Personnel Accounting System
- ***PBR**—Program Budget Review
- ***PC**—Probationary Continuation
- ***PCA**—Permanent Change of Assignment
- ***PCS**—Permanent Change of Station
- ***PDS**—Permanent Duty Station
- ***PDS Code**—Personnel Data System Code
- ***PER**—Programmed Elimination Rate
- ***PGL**—Program Guidance Letter
- ***PJ**—Pararescue
- ***POM**—Program Objective Memorandum
- ***PPBE**—Planning, Programming, Budgeting, and Execution

- ***PRD**—Program Requirements Document
- ***PRP**—Personnel Reliability Program
- ***PS**—Prior Service
- ***PTT**—Programmed Technical Training
- ***PTTS**—Pre Technical Training Students
- ***RET**—Retrainee
- ***RFP**—Registrar Focal Point
- ***RIC**—Record of Individual Counseling
- ***RoMP**—Reconstitution of Mission Plan
- ***ROTC**—Reserve Officer Training Corps
- ***SAT**—Student Awaiting Training
- ***SATS**—Student Awaiting Training Status
- ***SAV**—Staff Assistance Visit
- ***SIA**—Special Individual Assistance
- ***SIE**—Self-initiated Elimination
- ***SIT**—Student In-processing Training
- ***SITS**—Student In-processing Training Status
- ***SMR**—Structure Manning Requirements
- ***SNIT**—Students Not in Training
- ***SOTS**—Student Out of Training Status
- ***SSN**—Social Security Number
- ***STO**—Split Training Option
- ***STR**—Student Training Requirement
- ***TDY**—Temporary Duty
- ***TFMC**—Training Flow Management Conference
- ***TG**—Top Graduate
- ***TLN**—Training Line Number
- ***TM**—Training Manager
- ***TPM**—Training Pipeline Manager
- ***TPR**—Trained Personnel Requirement
- ***TPS**—Training Planning System
- ***TRAP**—Training Requirements Arbitration Panel

- ***TRF**—Training Flight
- ***TRQI**—Training Requester Quota Identifier
- ***TRS**—Training Squadron
- ***TT**—Technical Training
- ***TTE**—Technical Training Eliminee
- ***TTMS**—Technical Training Management System
- ***UCMJ**—Uniform Code of Military Justice
- ***USA**—United States Army
- ***USAFA**—United States Air Force Academy
- ***USAFR**—United States Air Force Reserve
- ***USCG**—United States Coast Guard
- ***USMC**—United States Marine Corps
- ***USN**—United States Navy
- ***UTM**—Unit Training Manager

Terms

***Absence**—Missed class time that does not exceed eight hours; this does not necessitate a *status change* in TTMS but is annotated via an Admin Act (Administrative Action). Absence time is charged against a student when the student misses a training event or activity that takes place. Down time is handled with training make-up time and appropriate comments in TTMS.

***Accelerated Training**—Training that can be accomplished more quickly than programmed due to reasons such as small class size, previous experience of students, etc.

***Accession**—A new recruit coming on extended active duty from civilian life or from training such as the Air Force Academy.

***Additional Instructor Requirements Worksheet (AIRW)**—Tool providing an estimated number of instructors required to support the PGL training requirements.

***AETC Decision Support System (ADSS)**—The Command's computer system to summarize training data. The ADSS collects data from TPS and TTMS, analyzes the data, produces historical metrics, and resource modeling and training forecasts. Data entered into TTMS is transmitted to the ADSS to meet tracking and reporting requirements.

***Air Force Specialty (AFS)**—A group of AFSCs arranged into career field ladders, career field subdivisions, and career fields to provide for career development in different aspects of a career field.

***Air Force Specialty Code (AFSC)**—This is the basic grouping of positions requiring similar skills and qualifications, identified by a five digit code.

***Air Force Specialty (AFS) Shred**—Alphabetical groupings of AFS subdivisions to identify specialization in a specific type of equipment or function.

***Air Reserve Component (ARC)**—Includes both the Air National Guard and the Air Force Reserve Command.

***Air Reserve Technician (ART)**—A civilian with mandatory reserve affiliation, who may wear the uniform while in ART/civilian status.

***AJ10, AJ1J, AJ1K, AJ30, AJ3J, AMD0, AJ50**—Training requester quota identifier codes indicating NPS students, retrainee students, and prior service students taking initial skills courses of initial entry (AJ10, AJ11, AJ1J, AJ1K) and follow-on courses (AJ30, AJ3J).

***Allocation**—A class seat reserved for a specific program user at their request.

***Arrival**—Any student, regardless of travel type or source (Army, Navy, etc.), who reaches the training site for the purpose of attending a formal course of instruction.

***Armed Services Vocational Aptitude Battery (ASVAB)**—The pre-enlistment test given to recruits to determine aptitudes in the administrative, electronics, general, and mechanical career areas; each Air Force career field requires a specified minimum score in one or more of these areas.

***Attrition**—A student who is a loss to the Air Force; a discharge.

***Attrition Rate**—The rate at which individuals are removed from the Air Force; also referred to as discharge rate.

***Audit**—A student permitted to sit through or observe a course or a portion of a course for the knowledge. Neither measurement during training or credit for training is allowed. The student may be new to the material or may be auditing to refresh skills. The student does not appear on the class roster and receives no record of training.

***Average Daily Student Load**—A calculated value to predict the average number of students going through a training course on any given day—calculated by multiplying the number of entries in the course by the course length (in training days) divided by the number of training days in a year (246).

***Balanced Scorecard**—Method combining traditional and nontraditional metrics tying measurement of success directly to strategic organizational goals.

***Bullet Background Paper**—Document identifying the reasons for the constraint worksheet (equipment, facilities, funding, or manpower).

***Center Generated Class**—An unprogrammed class containing no seat allocations and therefore not impacting programmed numbers.

***Centrally Managed Type 6 DL Courses**—Seven-level Type 6 DL courses for which TLNs are generated and names are suballocated by AFPC who manages selection of students for enrollment.

***Class Transfer**—A transfer between individual classes in the same course.

***Community College of the Air Force (CCAF) Instructor**—An instructor who meets all criteria to teach CCAF degree-applicable preparatory training and the technical training teaching practicum, and has achieved full qualifications in his or her Air Force specialty, or has attained the target civilian grade for the position; in addition, the individual is required to have an

associate's or higher degree, and be assigned to an instructor or instructor supervisor authorization.

***Course of Initial Entry (COIE)**—The first course in an initial skills training pipeline. This could be the AFSC-awarding course or a pre-requisite course.

***Course Transfer**—A transfer from one course to another, frequently involving the change of AFSC or shred.

***Crossflow**—Current AF officer with an awarded AFSC retraining into a different AFSC.

***Counseling**—A verbal, document process that informs students of their academic progress in the course.

***Designated Group Representative (DGR)**—The position the TRG designates to input TTMS information at the parent unit.

***Discharge Rate**—The rate at which individuals are removed from the Air Force; also referred to as attrition rate.

***Disqualification**—The status of an individual who is not yet entered into training because he or she is not qualified for medical, prerequisite, or security reasons.

***Distinguished Graduate (DG)**—A graduate of selected courses recognized for being in the upper 10 percent of a graduating class and meeting specified standards.

***Effective Date**—The actual date on which an event or a change occurs in a student's status.

***Elimination**—A student who does not complete a training course and does not graduate due to academic or performance deficiencies or non academic reasons. (TTMS status code L##).

***Elimination Rate**—The rate at which individuals are removed from an Air Force training course.

***Eliminee**—A student removed from training, whether by faculty board or by administrative process (AETC Form 125A). Eliminees do not include transfers.

***End Assignment**—Personnel accounting symbol (PAS) of a student's gaining organization after completing training; the PAS consists of eight alpha/numeric characters.

***Entry**—A transaction indicating an individual started or restarted a formal course of instruction. (TTMS status code E##).

***Execution rate**—A percentage reflecting the number of allocations (class seats) actually used compared to the number of allocations funded as reflected in the TT PGLs. Formula: entries into school / PGL funded baseline.

***Faculty**—Personnel whose primary duties are to instruct on a regular basis (instructional faculty), supervisors (intermediate level and above), and managerial staff (noninstructional faculty) whose primary duty is to develop, manage, and/or evaluate training programs.

***Formal Technical Training Course**—An officially designated course conducted by or at the request of AETC, and reflected on AETC technical training course charts.

***Force Gain**—The process by which a student who arrives for training without student information preloaded in TTMS or without a TLN is entered in TTMS and OTA.

***FTD CGC**—Training where the scheduled classes are created using the Center Generated Class Recorder and are unique to FTD unfunded type 4 training when the third character of the class number is a "4" (09401). The class is created in TTMS but does not flow to TPS or OTA.

***Futured Students**—Any BMT student suballocated during the job spin into a CSD beyond their current week group's projected TT start. BMT students arriving on Monday are in SITS Tuesday, Wednesday, Thursday, and should have a CSD between the next day, Friday, and Thursday of the next week. If the CSD is later than the second Thursday, they are considered in a futured CSD.

***Graduate**—A student who successfully completes a formal course of instruction.

***Guaranteed Training Enlistment Program (GTEP)**—Recruiting program that guarantees the AF recruit entrance into a specified AFSC with prescribed contractual benefits so long as the recruit meets and holds to a set of contractual requirements. Either party, the AF or the recruit are released from the contract if certain contractual specifications are broken.

Hanging History—The Hanging History report identifies students who have been in a particular status for a time period the user may set and is a tool to identify potentially unresolved student actions (e.g., non-terminal student status, SOT with no departure).

***Individual Mobilization Augmentee (IMA)**—Selected military reserve position assigned to active units. They are approved in skills having wartime shortfalls and support the unit mission during the period immediately following a declaration of war or national emergency.

***Ineffective Awaiting Training**—A student who has not yet entered a course and has become unavailable for training for any reason.

***Ineffective in Training (IIT)**—A student who entered a course of instruction, has not yet graduated, and is not in training for any reason. Ineffective status is implemented when a student is absent at least 8 consecutive hours and is effective the first full day the student misses training. (TTMS status code I##).

***Initial Skills Training (IST)**—Training that leads to the award of an AFSC.

***Instructor**—A faculty member whose primary duty is teaching students. The instructor has completed the preparatory requirements established by the supervisor, to include the technical training practicum.

***Instructor Supervisor**—This title identifies an instructor whose primary duty is to supervise and evaluate instructors. This instructor has been trained in instructional policies, principles and procedures, and performs teaching functions as required.

***Type 6 DL**—TT delivered to students at their base of assignment without a HQ AETC instructor physically present. Also known as Type 6 formal technical training, exportable training, and ADL.

***Type 6 DL POC**—Organization or person at the receiving sites responsible for all aspects of job site training administration.

***Max Groups Concurrent**—The number of groups (i.e., classes) that can be taught at one time, on all shifts; this is usually dependent on the number of available equipment and facilities.

***Maximum Group Size**—The maximum number of students that can be accommodated based on peacetime use of facilities and equipment, considering safety and the application of effective instructional methods.

***Metrics**—A set of traditional and nontraditional business measurements indicating how well

***Military Status Codes**—One character codes to indicate the student's military branch and category.

***Military Training Instructor**—Military instructor that conducts basic military training for nonprior service airmen, including those of the Air Reserve Forces, and initial military training for cadets of the United States Air Force Academy.

***Military Training Leader**—Military professional that counsels airmen attending technical school on training or personal problems, military bearing, standards, and behavior; and schedules and conducts military training functions for students.

***Minimum Entry Intervals**—The number of training days between the start of one class and the beginning of the next class in a sequence of classes on a single shift.

***Minimum Group Size**—The least number of students who can be trained and still satisfy course training objectives, such as: team instructional requirements, safety requirements, and/or the cost-effective use of resources; the number is used to determine whether or not to cancel a particular class.

***Misconduct**—One reason for elimination from training. It occurs when a student was involved in a test compromise, or a dishonest attempt/completion of a course measurement; or deliberately failed a course measurement (formerly known as prejudicial conduct).

***Missed Class Seat**—Term used when a programmed allocation goes empty.

***Mission Readiness Training Program (MRTP)**—Formal training courses to aid mission accomplishment. MRT provides supplemental technical training for courses of up to 99 academic days (less than 20 weeks), for officers, enlisted and civilian personnel when other types of training (OJT, unit training, exportable and mobile training) will not satisfy the need.

***National Call to Service**—Enlisted NPS students called to AD for a limited time; NCS seats are programmed as ADAF NPS but are converted during the execution year.

***No Show**—Programmed and suballocated seat where the scheduled or substituted student did not report to class on the CSD. (subset of "Missed Class Seat").

*** Nonprior Service (NPS)**—An enlistee who has no previous military service or who has not completed initial training in any branch of the U.S. military, as evidenced by no specialty recorded on the DD Form 214, Certificate of Release or Discharge from Active Duty, Block 11, Primary Specialty.

***On-the-Job Training (OJT) Student**—Individuals who leave one AFSC and are assigned to another through OJT, without technical training.

***Open AI (Aptitude Index)**—An enlistee recruited into the administrative, electronics, general, or mechanical aptitude area. Such enlistees are classified into a given AFSC at BMT.

***Oracle Training Administration**—The training module of MilPDS (replaced the Air Force Training Management System [AFTMS]).

***Original Entries**—First entry into class ET# and Reentry after Elimination EE# (Student needs a TLN prior to being EE#.)

***Out of cycle requests**—A new requirement or change to a funded PGL.

***Partial Training**—Training completion interrupted due to unavailability of equipment or personnel or mission requirements. Partial training that is resumed and completed is accounted for like other Type 4 unfunded training.

***Permanent Change of Station (PCS)**—The transfer of place of duty and assignment from one permanent duty station to another.

***Personnel Data System (PDS) Code**—The code used to record attendance at training courses. It is an integral part of course identification information and must be included in special orders, certificates of completion and other places in which course identification information is required.

***Personnel Reliability Program (PRP)**—The standards of reliability to which personnel including students are held to be allowed to perform duties involving nuclear weapons.

***Pre Technical Training Students (PTTS)**—An NPS airman awaiting first entry into a basic resident technical training course at a training wing. PTTS time includes in-processing, local orientation (see SITS), and waiting time (see SATS).

***Prerequisite Waiver**—A waiver of the training required to be accomplished before attending a course. This waiver is granted when there is documentation of equivalent training. Approval authority is outlined in AFI 36-2201.

***Prior Service**—An enlistee who enters the military with previous military service that includes completion of initial training in any branch of the U.S. military, as evidenced by a specialty recorded on the DD Form 214, Certificate of Release or Discharge from Active Duty, Block 11, Primary Specialty.

***Probationary Continuation (PC)**—Allows a student to progress with the current class when additional work is required to bring the student's performance to an acceptable level. The student is given SIA by a qualified instructor and then retested.

***Proficiency Advancement (PA)**—Placing a student into another class in the same course that graduates earlier than the previous class. This reduces training time for uniquely qualified students who verify proficiency and have a class available to advance.

***Program Group Size**—The number of students per group used to schedule (program) classes serving as the basis for manpower computations and usually the same as the maximum group size, except when adjustments are required due to experienced washback and elimination rates.

***Programmed Guidance Letter (PGL)**—Document serving as the official tasking document reflecting Air Force Corporate Structure (AFCS) acknowledgement of technical training requirements and enabling AETC planners and programmers to acquire necessary resources to accomplish the scheduling task.

***Programmed Requirements Document (PRD)**—Document reflecting “unconstrained” out-year training requirements enabling planners and programmers to program for necessary resources to support out-year Air Force (AF) requirements; a “first look” at out year training. Requirements.

***Programmed Technical Training (PTT)**—Document reflecting PRD/PGL baseline production requirements (graduates) converted into entries (seats) by AFSC/shred, course, and student resource category (ADAF NPS, ADAF PS, ADAF RET, ANG, AFRC, Sister Service, International, Civilian).

***Quality Review Council**—Forum consisting of personnel within the training group who are experienced in scheduling whose purpose is to analyze schedules to ensure compliance with established criteria and to resolve conflicts with Training Managers before schedules are released to the AETC Program Manager.

***Quota Status Codes**—One character codes to indicate the status of the training quota in OTA.

***Quota Type**—Two-character codes used to indicate the student's active duty status and the funding status.

***Recall**—A student removed from training by higher headquarters, the student's parent organization, or his or her home country. A recall may also be called a withdrawal.

***Record-keeping copy**—The authenticated original or a copy that serves as an official copy.

***Reentry**—The return of an in-training, ineffective student to class.

***Registrar Focal Point (RFP)**—The position the course or TRS designates to flow student information to the parent unit and/or report student status changes to the Registrar Section, either manually or through TTMS.

***Retrainee**—Current AF enlisted member authorized to retrain into a new AFSC.

***Reclassification (Reclass)**—Current AF members (typically NPS), recently eliminated from a TT IST course, being scheduled for a new AFSC training program. These students assume the TRQI for their category of student (NPS, PS, and RET) and course.

***Self Initiated Elimination**—Students in specified courses (e.g., combat control, pararescue, SERE, air traffic control, explosive ordnance disposal) may elect to eliminate themselves from this training by removing volunteer status.

***Shift Group Limit**—The maximum number of classes that can be taught in one shift, usually limited by facilities or equipment.

***Skill Categories**—B – basic, and L – lateral training.

***Special Individual Assistance (SIA)**—Personal remediation.

***Split Training Option (STO)**—AFRC students who complete BMT, return to their home unit and then ship to the TT location at a later date.

***Staff Assistance Visit (SAV)**—Visits by Registrar Section personnel to assist training personnel in implementing this instruction and entering into TTMS, documenting and managing student actions.

***Student**—An individual in training whether in a formal AF technical training course or in Basic Military Training.

***Student Awaiting Training (SAT)**—Student Awaiting Training Status (SATS)—The status of a student awaiting entry into resident technical training. (TTMS status code A##)

***Student Flow**—The evenness or lack of evenness of the stream of students progressing from BMT through TT. Flow bottlenecks could indicate scheduling problems or an excess or lack of students from BMT.

***Student In-processing Training (SIT) Status**—The status of an NPS airman for up to 3 days after arriving at a training wing to attend an initial-skill basic-resident technical training course. (TTMS status code is ZP)

***Student Instructor**—This designation applies to assignees who have completed preparatory requirements established by the supervisor, but have not completed the technical training teaching practicum; the student instructor's primary duty is teaching.

***Students not in Training (SNIT)**—Collectively, student in TT not in training, to include SATs, SOTs, and IITs.

***Student Out of Training (SOT)**—The status of a student who either graduated or was eliminated, but has not left the base. (TTMS status code S##)

***Student Status Code**—A three-digit alphabetic code indicating temporary or permanent student statuses.

***Student Training Action Codes**—Special codes to indicate transfers, advancements, and washbacks. They must be followed by a TTMS student status.

***Student Training Requirements (STR)**—Other training users (excluding active AF users, NPS, PS and retrainees) that attend enlisted initial skills training which include, but are not limited to: Guard, Reserve, Army, Navy, Marines, internationals, and civilians.

***Sub-allocation**—Allocation against which a program user has actually programmed a name. The result of sub-allocation in the system is a training line number (TLN). TLNs (individual or block) can be assigned to quotas without assigning a name (bulk sub-allocation).

***Temporary Duty (TDY)**—Temporary duty at a school location other than the permanent duty station to which assigned. Upon completion of temporary duty, the student returns to the same permanent duty station from which he or she departed.

***Terminal Event**—An action that results in the formal end of a course session for a student or the end of a student's stay on base following a course session. Terminal events that formally end training related to a course include graduation, elimination, no show, disqualification, recall, and transfer. A departure event is a terminal event after training has formally ended represented by a final departure status code (H##) following a Student Out of Training Status (SOTS) code. The situation occurs when something delays a student departure after graduation or elimination more than 24 hours.

***Top Graduate (TG)**—A graduate of selected courses recognized for being the highest representative of the graduating class.

***Total Force Students**—ANG and AFRC students enrolled in IST training.

***Training Flow Management Conference (TFMC)**—Annual conference focusing on the finalization of user enlisted training requirements considering AF requirements while addressing accounting for course capacity, constraints and shortfalls.

***Trained Personnel Requirement (TPR)**—A statement by AFSC of projected training and retraining required by fiscal year to keep the active airman force at manning levels supportive of the Air Force mission. The ADAF TPR categories are non-prior service (NPS), prior service (PS), retrainees (RET). It does not include Air National Guard, Air Force Reserve, Sister Service, International or Civilian personnel.

***Training Line Number (TLN)**—An OTA-generated 10-character code that identifies a particular class seat and its funding source.

***Training Manager (TM)**—Person responsible for training development, implementation, and management.

***Training Quota**—An individual allocated seat in a specific class.

***Training Requester Quota Identifier (TRQI)**—A four-character communication code within MILPDS/OTA used to convey annual or supplemental training requirements, quota allocations, quota confirmations, and student-tracking information between a training user and the training provider (owner). TRQIs are assigned to MAJCOMS, FOAs, and DRUs to ensure training accountability.

***Training Session**—Training below the course level or where training is provided but no course exists. Student accounting is not recorded for this training category.

***Transfer**—Shifting a student from one course to another after class entry and before graduation.

***Travel Status Codes**—One digit codes to indicate the student's funded travel status.

***TRQI Owner/Manager**—Person(s) appointed to gather and report annual training requirements and manage quotas. While only one TRQI code is assigned to a functional entity, there can be multiple managers handling courses.

***Wash back**—Placing a student in another class in the same course that will graduate later than the initial class.

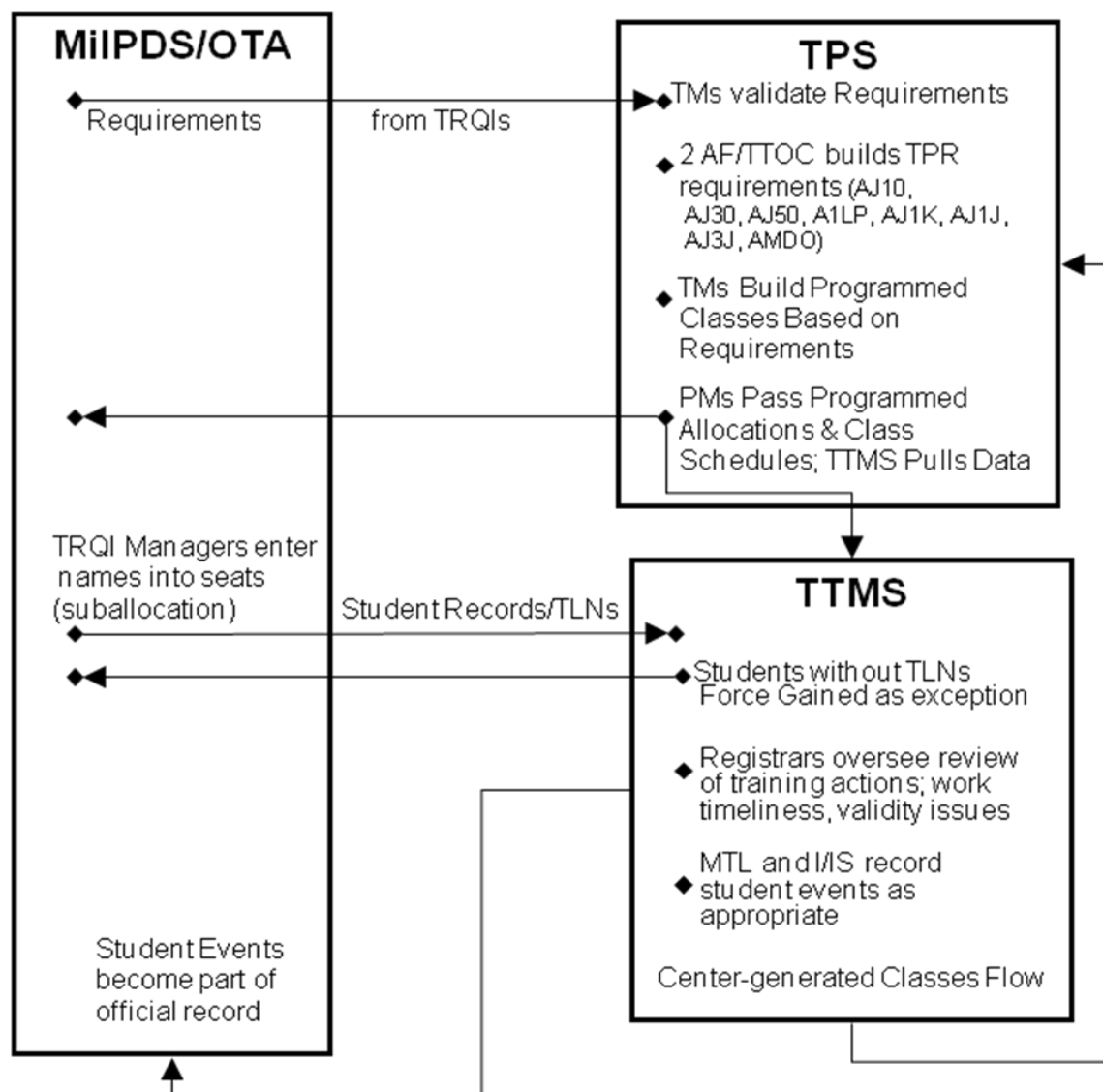
***Week group**—A designator for the Accession Pipeline to aid in accessing, scheduling and classifying Air Force students. Developed from the Technical Training class schedule (Allodoc), the Week Group calendar's function is to consolidate the requirements by Aptitude Index. Students are accessed and assigned to a particular week group and remain in that week group (unless recycled, put on medical hold, etc.) until the recruit ships out of BMT. The Week Group concept is heavily utilized by both Air Force Recruiting Service and BMT to allow for a smooth flow within the Accession Pipeline.

***Week group scheduling**—The process of assigning students to a particular week group to meet the tech training class schedule as close as possible.

***Withdrawal**—See recall.

Attachment 2

TRAINING MANAGEMENT PROCESS OVERVIEW



*Attachment 3

LIST OF COMMON TRQI MANAGERS

The OPR for creating/managing TRQIs is AFPC/DPPAT who coordinates with AF/A1PT

Air Force Directed

AFPC Contact Center	TRQI's Serviced
	A1L0/
	A0R0/
	A1S0
	A1CC/
	A1M0/
	A0V0
	A0J0/
	A0D0/
	AMT7

MAJCOM	TRQI Code
AFRC/A1KE	RR10
	AM12

NAF	TRQI Code
2 AF/TTOC	H990

War Fighters	TRQI Code
USAFE	A0D0
PACAF	A0R0
AFSOC	A0V0
ACC	A1CC
AMC	A1L0
AFSPC	A1S0

MAJCOM EQUIV	TRQI Code
Nat'l Sec Agency	HXD0
AFSAT	MX20

Air Force Directed	TRQI Code
PME Assign.	AM91
SAF/PA	AME0
General's GP	AMP0
7-Level Trng	AMT7

Air Force Directed	TRQI Code
Palace Acquire	A2C0
AF Legal Srv	A2E0
NPS Training	
Init Skls-1st Crs	AJ10
*NPS Reclassification	AJ10
NCS National Call to Service	AJ11
Follow On	AJ30
Retrng-1st Crs	AJ1J/
Retrng FollowOn	AJ3J
Lateral Tng	AMD0
Retrng (Pr Srv)	AJ1K
Recruiting	AJ50
Ofc Accessions	AM10
Ofc Crossflow	AM11/
Advanced Trng	AM12/
AFPC/MSD	
/NC	AM20
/BSC	
Support Off.s	AT20
Colonel's GP	AM70

Support	TRQI Code
AFMA	A010
AFOTEC	A030
AFAA	A060
AFOSI	A070
AFPC	A090
USAFA	A0B0
AETC	A0J0
AFRC	A0M0
HQ USAF 11 WG	A0N0/ A2W0/ A4W0
AIA	A0U0/
AFTAC	A2L0
AFWA	A0WX
AFMC	A1M0
AFCESA	A1W0
AFCEE	A3W0

MAJCOM EQUIV	TRQI Code
USTRANSCOM	H3VT
NAT DEF	HAFS
UNIV HQ 11TH WING	H3V0
USSTRATCOM	H3Q0
NORAD USNORTHCOM	H3S0
ELECTRONIC SYSTEMS CENTER	HESC
DOT/FAA	HGE0
AMWC	A1L1
HQ AFMC (SGCE)	A1MM
AFPC/ DPFROM Force Operations	A09W
AFSOC	A0VM
JSOC	A0VH
NGB/A1DC	CC10
HQ ANGR (Civ)	A340

MAJCOM EQUIV	TRQI Code
USEUCOM	A3K0
DISA/D113	A3V0
ARMY	DA00/ DAAR/ DANG
DFAS/ PSO/ HNCD	DDF0
DFAS/ DE/ APP	DDFM
DEF THR RED AGNY	DH20
USCENTCOM	DJ20
JCSE	DJ21
USSOCOM	DJ30
USPACOM	DJ40
USSOUTHCOM	DJ50
DISA	DK10
DEFENSE INTEL AGENCY	DL10
MARINES	DM00
NAVY	DN00
USCG	DP10
NAT DEF UNIV	HAFS

Attachment 4**TABLE A4.1. SOME KEY STUDENT MANAGEMENT REPORTS AND FORMS
SUMMARY TABLE**

A4-Form serves when TTMS does not have a Report or as a backup when TTMS is not Operational	Where TTMS Is Operational	Audience / Use
Absentee Report, AETC Form 62	Absences are recorded in the system, but no parallel form or report is generated in TTMS.	Form for all types of training where attendance is measured at a physical location: Tracks absence record where TTMS is not operational or where backup is needed.
Record of Faculty Board Action, AETC Form 125 (original for records)	Counselings and Eliminations are recorded in the system, but no parallel form or report is generated in TTMS.	Form used in relationship to elimination or pending elimination when a faculty board action is used as a means of gaining information.
Record of Administrative Training Action, AETC Form 125A (original or digitally-signed copy for records)	Counselings and Eliminations are recorded in the system, but no parallel form or report is generated in TTMS.	Form used in relationship to elimination from Tech Training Courses (AETC Form 325 serves as sufficient documentation for Type 6 DL non-centrally managed and Type 4 courses).
*Student Record of Training, AETC Form 156 (original or properly signed copy [PDF, FAX] for records)	Student Training Report is a parallel report generated in TTMS and is used instead of the form where TTMS is available and operational. (original, properly signed copy [PDF, FAX] or digitally signed copy for records.)	Type 2 or Type 3 Initial Skills Courses (Prerequisite and AFSC Awarding) – Use the Form only where TTMS is not operational or where a user requires a backup form. Either the TTMS Student Training Report or the AETC Form 156 is always used for the international student's course report. Long term storage of this report is not required when other service/agency leads, owns and conducts the training and the other service/agency storage of their service unique form or report meets or exceeds the AF Record Disposition Schedule.
Student Record of Academic/Nonacademic Counseling and Comments, AETC Form 173 or AF Form 174, Record of Individual Counseling (Original for	Counselings and Eliminations are recorded in the system, but no parallel form or report is generated in TTMS. The Student Training Report generates the reason, date, and time of	Form used when a formal counseling takes place on any student. Use the AETC Form 173 for academic counseling. Use the AF Form 174 when counseling for misconduct or

A4-Form serves when TTMS does not have a Report or as a backup when TTMS is not Operational	Where TTMS Is Operational	Audience / Use
schoolhouse record but copy may go into elimination package exhibits)	counseling along with any associated comments.	disciplinary reasons.
*Student Accounting and Attendance Record, AETC Form 325 (Original, properly signed copy [PDF, FAX]	Student Accounting and Attendance Report (Original, properly signed copy [PDF, FAX] or digitally signed copy when digital signature becomes available).	Used to communicate training entry, grades, and course completion from a course at a location where TTMS is not available to responsible base and course personnel where TTMS is available - It serves as sufficient elimination documentation for non-centrally-managed Type 6 DL and non-quota Type 4 courses (that is Type 4 courses that do not obtain OTA TLNs). The TTMS Student Account and Attendance Report or AETC Form 325 with student's name lined out and associated reason for elimination briefly recorded serves as the elimination documentation for storage. Use the AETC Form 325 only where TTMS is not operational or where a user requires a backup form. Long term storage of this report is not required when other service/agency leads, owns and conducts the training and the other service/agency storage for the corresponding service unique form or report meets or exceeds the AF Record Disposition Schedule.
AETC Commander's Award, AETC Form 498	Top Grads are recorded in the system, but no parallel form or report is generated in TTMS	Form used for rewarding Top Graduates.
Distinguished Graduate Certificate, AETC Form 499	Distinguished Grads are recorded in the system, but no parallel form or report is generated in TTMS	Form used for rewarding Distinguished Graduates.
Student Status or Data Change Report, AETC Form 581	Student Status Change Report	Use the TTMS Student Status Change Report where TTMS is available and operational. Use

A4-Form serves when TTMS does not have a Report or as a backup when TTMS is not Operational	Where TTMS Is Operational	Audience / Use
		AETC Form 581 only to communicate changes in student status from a location where TTMS is not operational or where backup is needed.
AF Form 475, Education/Training Report	N.A.	Use the AF Form 475 to document officer student performance for all training and education courses as detailed in AFI 36-2406. In addition, use it for enlisted student performance for each training course other than Initial Skills Training (IST) with a course length of 20 weeks (140 calendar days) or longer. Exception: retrainees and prior service airmen in each IST course with a course length of 20 weeks or longer will receive a TR.
Certificate of Training, AF Form 1256	Grads are recorded in the system, but no parallel form or report is generated in TTMS	Present AF Form 1256, Certificate of Training, to each student for each course successfully completed. Include as a minimum: student's name, course number and title, course length in hours, applicable CCAF credit, date of graduation, and signature or signature facsimile at the Course Manager level or above. List only one course on a certificate.
Lackland AFB Form 205	No parallel form or report is generated in TTMS	Form used as a complete record of the BMT student and accompanies the BMT graduate to Tech School.

Attachment 5

TABLE A5.1 OVERARCHING AETC/2 AF ROLES

Roles	AETC	2 AF
Accessions PGL Insertion	P	C
Accessions Plan Development and Execution	C	P
PGLs/PRDs/Amendments Insertion and PTT	P	C
Execution Year Adjustments	P	C
Quota Management	C	P
Programmed Elimination Rates (PERs) Approval	C	P
Capacity Assessment Worksheet	C	P
Constraint Worksheet/BBP Completion	C	P
Final Constraint Course List	C	P
Constraint Worksheet/BBP Results/Resourcing	P	C
Match Resources to Production Requirements	P	C
Instructor Requirement ID	C	P
Additional Instructor Requirements Worksheets Results/Resourcing	P	C
HAF Formal Coord/Tasking	P	C
TT Policy (Waivers and Sups coordinated thru Chain of Command)	P	C
BMT Policy (Waivers and Sups coordinated thru Chain of Command)	P	C
Functional Management of Centralized Training Databases (TTMS, TPS, ADSS, ETCA & Interfaces) Systems Management /Development/Policy	P	C
TTMS Database Data Entry/Integrity	C	P
FY Student Production, Management and Administration	C	P
SIT/SAT/SOT Monitor/Administration	C	P

TT Data Analysis (Strategic)	P	C
TT Data Analysis (Operational)	C	P
BMT Content	P	C
BMT Execution	C	P
BMT Reclassification	C	P
TT Reclassification	C	P
ORM Assessment	C	P

*Attachment 6

*TABLE A6.1 BMT TRAINING CODES

A14-CODE	DESCRIPTION OF STATUS	REMARKS
T01	Entry into 737 TRG	Entry
T03	Reentry into 737 TRG	Reentry
T04	737 TRG Graduated and Departed	Graduated and Departed
T05	737 TRG Graduated and On Hold	Graduated and On Hold
T08	GTEP Graduated but chose discharge because no assignment available	Discharge GTEP/AFSC
T10	BAS (Behavioral Analysis Svc)	Discharge
T28	Recycled Marginal Performance	Recycle
T29	Recycled Academic Failure	Recycle
T30	Recycled Physical Conditioning Failure	Recycle
T31	Recycled Emergency Leave	Recycle
T32	Recycled Hospital/Medical	Recycle
T34	Recycled Other	Recycle
T35	Administrative/Erroneous Discharge	Discharge GTEP/AFSC
T44	Elimination Exceeding BFM	Discharge
T47	Other (Admin Hold/Processing Delay)	Administrative/Sq Hold
T49	Marginal Performance	Discharge
T50	EPTE (Med Problems Existed Prior to Entry AFI 36-3208)	Discharge
T52	Drugs/Drug Fraud	Discharge
T53	Hardship	Discharge
T54	Pregnancy (Prior to Service)	Discharge
T55	Air National Guard/Reservist Returned to Home Unit	Discharge
T56	Enuresis	Discharge
T57	Sleepwalker (AFI 36-3208)	Discharge
T58	Fraudulent Enlistment (AFI 36-3208)	Discharge
T59	Medical Discharge (AFI 36-3212, <i>Physical Evaluation for Retention, Retirement, and Separation</i> - PEB)	Discharge
T60	Investigation (Removed from Training)	Under investigation on hold
T61	AWOL/Deserter	Hold
T62	Hospitalized	Hold
T63	Emergency Leave	Hold
T64	Confinement	Hold
T65	Medical /Dental Hold	Hold
T66	Death	

*Attachment 7

INSTRUCTIONS FOR COMPLETING AETC FORM 156

*Figure A7.1 Front of AETC Form 156.

This IMT contains personal information protected by the Privacy Act of 1974. The IMT will be safeguarded from unauthorized disclosure and will be disposed of according to AFI 33-332.									
1. COURSE NUMBER				2. COURSE TITLE					
NAME (Last, First, Middle Initial)				SEX		3. TRAINING SQUADRON/FLT/FT/DTN NO			
SECURITY CLEARANCE				SSN		4. CURRENT CLASS NUMBER			
CURRENT GRADE				INDCTR-GUARANTEED-AFSC		5. BLOCK NO/TITLE/NAME OF INSTRUCTOR			
DATE OF BIRTH				BASIC TRAINING STUDENT FILE		6. CC TRN HOURS		7. STU TRN HOURS	
STUDENT SOURCE				COMMAND/OOA		8. PG/TEST GRADE		9. BLOCK GRADE	
TRAVEL STATUS				SQUADRON					
DATE ARRIVED		CLASS ENTRY DATE		PAS NO					
10. GRADUATION DATE				11. ELIMINATION DATE					
12. REASON FOR ELIMINATION									
ACADEMIC DEFICIENCY				MISCONDUCT					
ADMINISTRATIVE				PERFORMANCE DEFICIENCY					
COMPASSIONATE				PREREQUISITE DEFICIENCY					
DEATH - TRAINING RELATED				SECURITY					
DEATH - OTHER				SEPARATED					
EXCESSIVE ABSENCE				UNSUITABILITY					
MEDICAL				OTHER (Explain)					
13. TRANSFERRED TO									
14. ACADEMIC CERTIFICATION (Name, Grade, Title, and Signature)						15. TOTAL CC HOURS		16. TOTAL STUDENT HOURS	
								17. TO DO	
								18. FINAL GRADE	

***Table A7.1. Completing the front side of AETC Form 156.**

A7-Block Title	Instructions
Course Title	Enter the course title and AETC-approved number (as indicated in TPS).
Training Squadron/Flt DSN No.	Enter the training squadron conducting the course and its DSN number.
Current Class Number	Enter the current class number in pencil, upon graduation, change to ink.
Block No., Title, Name of Instructor	Include the training block number, block title, and instructor's name and grade. If more than one instructor teaches in the block, enter all names and subjects taught.
CC Trn Hours	Enter technical training hours as indicated on the course chart by block or unit of instruction.
Stu Trn Hours	Enter (to the nearest quarter hour) all training conducted in a formal training environment, including classroom/laboratory training, SIA, supervised study, supplementary study for proficiency advancement, and wash back time. Do not include military training time.
PC/Test Grade	Progress checks are not normally entered on the form because they are part of the teaching or learning activity. However, if performance progress check is the means of measurement, enter the grades in the same manner as performance tests. Students cannot receive a grade for a block until all progress checks are passed. Use the left-hand space (optional) in block 8 to record performance grades. (This grade may either be a summary S or U, or an average percentage grade.) Use the right-hand space (optional) to record written test grades. (This is an average grade when there is more than one written test in the block.) Round off all percentage grades entered on the form to the nearest whole number.
Block Grade	Enter the block grade. This grade is the average of percentage grades or may be an S or U when percentage grades are not used.
Graduation Date	Enter the year-month-day the student graduated from the course (for example, 950316).
Elimination Date	Enter the year-month-day the student was removed from the course as reported on AETC Form 125 or 125A.
Reason for Elimination (Disenrollment)	Put an X in the block that indicates the reason for elimination. This item should be consistent with information reported on AETC Form 125 or 125A.
Transferred to	TTMS ST Reports are e-mailed under normal circumstances and the following mail provision is only used for AETC Form 156 as a hard copy should TTMS not be functional: Using PCS orders, the instructor staff will enter the complete mailing address of a student's gaining unit. Squadrons will mail AETC Forms 156 directly to the gaining units.
Total CC Hours	Enter the total technical training hours as indicated on the course chart.
Total Student Hours	Enter the total number of classroom training hours the student is required to complete (that is, the total of the column of numbers in item 9).
DG/TG/N/A	Indicate DG or TG as applicable.

A7-Block Title	Instructions
Final Grade	Enter the final course grade. This grade is the average of block grades (when they are percentages) or a summary grade (when S or U is used).

***Figure A7.2. Back of AETC Form 156.**

[illegible]

***Table A7.2. Completing the back side of AETC Form 156.**

A7-Block Title	Instructions
Special Individual Assistance (SIA)	Under Subject/Objective, enter paragraph numbers or subject from the POI. Under Hours, enter the hours to the nearest quarter hour.
Absence Record	Enter the date the student was absent from class, number of hours of instruction missed (to the nearest quarter hour), and block number.
Class Changes	Enter the class number to which the student is assigned and the date and reason of the class change.
Remarks	The primary instructor will enter remarks and his or her grade and name. As a minimum, the remarks will contain student academic strengths and weaknesses. For additional space, use plain bond paper, and attach it to the AETC Form 156. Standardize documentation for an Articles 15, UCMJ. The instructor may note that a student received an Article 15 UCMJ, but specific comments as to why, and punishment received is prohibited. List RICs and LORs, including the reason for them.
Academic Certification	When the student graduates or is eliminated (and retraining is recommended), the instructor supervisor ensures blocks 1 through 22 are complete and correct; enters his or her name, grade, title, and signature in block 14, and forwards the form to the MTF within 2 workdays.
Military Training Assessment	The responsible MTL completes blocks 23 and 24 (self-explanatory) and enters comments in block 25. As a minimum, comments will include military strengths and weaknesses. While it may be noted that a student received punishment under Article 15, UCMJ, specific comments are prohibited. Continue to list RICs and LORs, including the reason for them. Forward the completed form to the flight commander/chief within 2 workdays of receipt.
Commander's Review	The flight commander/chief enters his or her name, grade, title, and signature. The commander ensures the completed authenticated original or an official copy of the form is delivered or electronically forwarded to the registrar and a copy to the gaining unit within 3 workdays of receipt.

Attachment 8**TTMS STUDENT TRAINING REPORT AND INSTRUCTIONS FOR POPULATING
TTMS STUDENT ADMINISTRATION FIELDS*****A8. 1. Procedures:**

Training activity personnel complete

*A8.1.1. The TTMS Student Training Report for each student who enters a resident Type 2 or 3 course, except brief orientation, familiarization, or seminar courses.

*A8.1.2. A new report each time a student reenters the same course, or enters a different course after graduation or removal.

*A8.1.3. The TTMS Student Training Report automatically includes course identification to include block titles, measurement points, and other standard course information as well as student background.

*A8.1.4. If a student fails a block of training but repeats it and passes; he or she will receive the minimum-passing grade, and will under no circumstances be recognized as a DG. Enter a minimum passing score in the block grade but precise scores for all test items (tests and retests). The TTMS Student Training Report will show the exact test scores, but show the minimum passing score for the block.

A8.1.5. When a student graduates or is removed from a course, maintain the TTMS Student Training Report according to *Air Force Records Disposition Schedule(RDS)* on the Air Force Records Information Management System (AFRIMS). For international students, send one copy of report to the base IMSO according to AFI 16-105.

Do not use the TTMS Student Training Report to record basic military training, field or mobile training, advanced courses, supplemental courses, and non-initial skills courses.

A8.2. Use the TTMS Student Training Report to

- A8.2.1. Provide a record of individual student attendance and achievement.
- A8.2.2. Provide instructors with the progress and background data of students.
- A8.2.3. Provide data for developing and validating DG and TG selection criteria.
- A8.2.4. Provide a source of information for studies or projects to improve training effectiveness.
- A8.2.5. Serve as a means of verifying student qualifications or confirming faculty board recommendations for a student to enter into other training.
- A8.2.6. Help identify individual differences of students and provide information for student evaluation.

Note: Flight commanders/chiefs and instructor supervisors are responsible for signing the TTMS Student Training Report. Flight commanders/chiefs and instructor supervisors may designate representatives to sign the report only in cases of TDY, leave, or emergency.

***Table A8.1. Student Entry Completion Instructions for populating TTMS Student Administration Fields.**

A8-Section	Auto	Instructions
Page 1		
Student		SSN, Last Name, First Name, Initial
Course Number		
Class Id	Yes	
Course Title	Yes	
Course Chart Hours	Yes	
Total Student Hours		The hours the student spends with the instructor.
Average Grade	Yes	
Final Grade	Yes	Auto-populates the student reports. Instructions: The final course grade automatically averages the percentage block grades or a summary grade when S or U is used. Some courses require the instructor to manually enter the final grade in the final event if the course does not automatically average the block grades. Rationale: If the user follows the instructions provided the grade will overwrite the previously calculated average grade.
w/Honors	Yes	If applicable
Reason for Elim	Yes	If applicable
Elimination Date	Yes	If applicable
Original Class Start	Yes	
Current Class Start	Yes	
Graduation Date	Yes	
Sex	Yes	
Curr Gd	Yes	
Travel Status	Yes	
Command/OGA	Yes	
Original Entry	Yes	
Scty Clear	Yes	
DOB	Yes	
Training Squadron	Yes	
Current PAS	Yes	
Projected PAS	Yes	
Course DSN	Yes	
Projected PAS	Yes	
Guaranteed AFSC	Yes	
Aptitude Scores	Yes	
Admin	Yes	
Mech	Yes	
Gen	Yes	
Elect	Yes	
AFQT	Yes	
Education	Yes	
ADP Apt	Yes	

A8-Section	Auto	Instructions
Academic Certification		Name, Grade, Title, and Signature – space reserved signature/electronic signature block
Training Squadron/Flt DSN No.	Yes	
Current Class Number	Yes	
Block No., Title, Name of Instructor	Yes	
CC Trn Hours	Yes	
Stu Trn Hours	No	Enter (to the nearest quarter hour) all training conducted in a formal environment, including classroom/laboratory training, SIA, supervised study, supplementary study for proficiency advancement, and wash back time. Do not include military training time.
PC/Test Grade	No	Progress checks are not normally entered into TTMS because they are part of the teaching or learning activity. However, if performance progress check is the means of measurement, enter the grades in the same manner as performance tests. Students cannot receive a grade for a block until all progress checks are passed. Record performance and written test grades in TTMS. Performance grades may either be a summary S or U or an average percentage grade. When there is more than one written test in the block, the written grade is an average. TTMS automatically rounds percentage grades. The instructor records each test item in TTMS with scores representing exactly what the student achieved including test passes, test fails, retest passes, and retest failures.
Block Grade	No	Enter the block grade. This grade is the average of percentage grades or may be an S or U when percentage grades are not used. If the student fails a test and retests, the block grade will be the minimum passing score.
Graduation Date	No	Enter the year-month-day the student graduated from the course (for example, 20050316).
Elimination Date	No	Enter the year-month-day the student was removed from the course as reported on an AETC Form 125 or 125A.
Reason for Elimination (Disenrollment)	Yes	
Transferred to	No	Using PCS orders, the instructor staff enters the complete mailing address of a student's gaining unit.
Total CC Hours	Yes	
Total Student Hours	Yes	These are the hours the student spends with the instructor.
DG/TG/N/A	No	Indicate DG or TG as applicable.
Final Grade	No	Enter the final course grade as an average of the percentage block grades or a summary grade when S or U is used.
Special Individual Assistance (SIA)	Yes	
Absence Record	No	Enter the date the student was absent from class, time to the nearest quarter hour of instruction missed, and block number.
Class Changes	No	Enter the class number to which the student is assigned and the date and

A8-Section	Auto	Instructions
		reason of the class change.
*Remarks	No	The primary instructor enters remarks and his or her grade and name. As a minimum, the remarks contain student academic strengths and weaknesses. Standardize documentation for an Article 15, UCMJ. The instructor may note that a student received an Article 15 UCMJ, but specific comments as to why, and punishment received is prohibited. List RICs and LORs, including the reason for them.
Academic Certification	No	When the student graduates or is eliminated (and retraining is recommended), the IS ensures data is entered in TTMS with his/her name, grade, title, and signature and forwards the form to the MTF within 2 workdays.
*Military Training Certification	No	The responsible MTL completes in TTMS with comments. The first entry in the comments will be the current fitness assessment score and whether any components were exempted or failed. If a formal fitness assessment has not been administered at Tech School then record the fitness assessment score from BMT. In addition, comments must include military strengths and weaknesses. While it may be noted that a student received punishment under Article 15, UCMJ, specific comments are prohibited. List RICs and LORs, including the reason for issuance. Forward the completed form to the flight commander/chief within 2 workdays of receipt.
Primary Instructor	No	
Commander's Review	No	The flight commander/chief enters his or her name, grade, title, and signature. The commander ensures the completed authenticated original or an official copy is hand carried or electronically forwarded to the registrar and a copy to the gaining unit within 3 workdays of receipt.

*Attachment 9

*INSTRUCTIONS FOR COMPLETING AETC FORM 325

Figure A9.1. Front of AETC Form 325

STUDENT ACCOUNTING AND ATTENDANCE RECORD																							
<small> PRIVACY ACT STATEMENT: AUTHORITY: 10 U.S.C. 8013, Secretary of the Air Force; powers and duties; delegation by; implemented by AETCI 36-2215, Training Administration. PURPOSE: SSN is used for positive identification of individual and records. </small>																							
TRAINING ORGANIZATION AND LOCATION				CONTRACT NUMBER		MONITORING TRAINING WING		TYPE OF REPORT <input type="checkbox"/> ENTRY <input type="checkbox"/> CHANGE <input type="checkbox"/> GRADUATION				START DATE		GRADUATION DATE		REPORT DATE							
NO	INTLS	STUDENT NAME (Last, First MI)	GRADE	SSN	MIL STATUS	TRAVEL STATUS	TRGSI	BLOCK GRADES												FINAL GRADE			
								I	II	III	IV	V	VI	VII	VIII	IX	X	XI					
1				--																			
2				--																			
3				--																			
4				--																			
5				--																			
6				--																			
7				--																			
8				--																			
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18				--																			
19				--																			
20				--																			
21				--																			
22				--																			
23				--																			
24				--																			
COURSE NUMBER			PDS CODE	SHORT TITLE			PROGRAM COURSE LENGTH		ACTUAL LENGTH		WING TM CODE		PROGRAM MANAGER CODE										
CERTIFIED ACCURATE	TYPE OR PRINT NAME, GRADE, AND TITLE						SIGNATURE						DATE										
CERTIFIED TO AF SYSTEM OF RECORD	TYPE OR PRINT NAME, GRADE, AND TITLE						SIGNATURE						DATE										

AETC FORM 325, 20080418

PREVIOUS EDITION IS OBSOLETE

***Table A9.1. Instructions For Filling in the Front of AETC Form 325**

A9-Block Title	Instructions
Training Organization and Location	When used for contract training, list the company name and training address. Otherwise, list training organization and base.
Contract No	For contract training only, list full contract number. Multiple lines within the block are acceptable.
Monitoring Training Wing	The training wing responsible for managing the training.
Type of Report	Self-explanatory.
Start, Graduation, and Report Dates	Self-explanatory.
Numbers 1 thru 24	Student tracking numbers for information on form (duplicated on the back of the form). Keep the same name with the same number throughout the form.
Initials	Place for the student to initial the form on the first class day to verify name, grade, and SSN.
Name of Student	Last, first, and middle initial (MI) in alphabetical order by last name.
Grade	Military or civilian grade.
SSN	For international students, use tracking number beginning with country code.
Mil Status	Military status (active duty, ANG, USA, etc.) as reflected on travel orders.
Travel Status	TDY, non-TDY, or PCS.
TRQI	(Training requester quota identifier) The training requester (AJ10, CC20, etc.) in OTA edits tables. Squadrons will ensure contract training and training conducted at other locations contain the appropriate TRQI.
*Block Grades	The grade the student receives for each block of instruction in a course. May be for written or practical measurements. If there is insufficient space on the front of the form, use blocks on the back, or an additional form. Note: When students fail block tests but pass retests, list the minimum passing score in the appropriate block. (Use S or U where percentage grades are not used.)
Final Grade	Student's overall course grade. Average all prior course measurements and round to the nearest whole number. (Use S or U where percentage grades are not used.)
Course Number	Standard course number showing wing, training type, residence value, AFSC, and course series number.
PDS Code	A three-character alphanumeric code referenced in the PDS.
Short Title	Enter the full course title if it fits. Otherwise, enter an abbreviated title to identify the specific course. Multiple lines within the block are acceptable.
*Program Crs Length	The course length (in academic days or hours) as found in ETCA, the course chart, or an authorized source listing.
*Actual Length	Actual number of training days or hours required to teach this particular class. For self-paced courses, enter the actual days or hours required to teach the student with the most class hours. Do not include SIA time.

A9-Block Title	Instructions
Wing TM Code	Training manager for the course which is a two-character alphanumeric value found in the OTA course area.
Program Manager	AETC program manager for the course. Available from OTA edit tables or from 2 AF/TTOC-P.
Certified Accurate	Printed name, grade, and title, signature, and date of the person who validates the report.
Certified to OTA	Printed name, grade, and title, signature, and date of the person who enters the data into OTA.

***Figure A9.2. Back of AETC Form 325**

YEAR: <input type="text"/>		DATE		HOURS, ATTENDANCE, AND VARIATIONS																													
NO	STUDENT NAME (Last, F0)AFSC																													INSTRUCTOR			
1																																	
2																																	
3																																	
4																																	
5																																	
6																																	
7																																	
8																																	
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21																																	
22																																	
23																																	
24																																	
HOURS OF INSTRUCTION																																	
REMARKS																																	
TYPE OR PRINT NAME, GRADE, AND TITLE OF INSTRUCTOR																								SIGNATURE				DATE					

AETC FORM 325, 20080418 (REVERSE)

Note: Fill in the back of the form according to wing requirements.

Note: If using a prior completed form for a different class/course, please ensure all data is completed and is current (make applicable date, course number, etc., changes).

Attachment 10**FORCE GAIN INSTRUCTIONS FOR REGISTRAR OR TM****A10.1. Force Gain Completion Table (For Students Not Loaded in TTMS)**

- A10.1.1. Staple a copy of student orders to this form.
- A10.1.2. Have the student verify Name, Rank and SSN from the orders for accuracy.
- A10.1.3. Have the student verify the UNIT (TDY) that sent them to training.
- A10.1.4. Forward orders and completed form to the Registrar.
- A10.1.5. Registrars complete the Force Gain action using the information provided here.

A10.2. Load the student into TTMS Student Management.

- A10.2.1. Carefully create a record in TTMS Student Management using the students SSN and Name (All CAPS). **100% accuracy is required.**
- A10.2.2. Select the DOMAIN in TTMS Student Management for your training unit.
- A10.2.3. Using the Learning Event Recorder in TTMS Student Management:
 - A10.2.3.1. NPS students need to be ZP. (MTF)
 - A10.2.3.2. TDY students need to be entered into training ETE/ETF. (Schoolhouse)

***Table A10.1 Force Gain Completion Table:** Registrar or TM and student work through the following chart.

	Question / Response / Action (write down info on this form)
1	Preliminary steps A10.1 and A10.2. may be done by MTL, I or IS, but the essential info in steps 2 – 7 will be done by the registrar or TM in the system.
2	MILITARY STATUS: One letter code
	Select the appropriate status from the chart below.
3	TRQI: Training Requestor Quota Identifier
	Active Duty AF (*Unit TRQI), ANG (CC10), AFR (RR10), *Sister Service
	* Unit TRQI can be found by using the TRQI List.
4	CURRENT GRADE:
	Can only be selected for NON-Air Force service members.
5	QUOTA TYPE: Two letter code
	Enlisted: AT =MRTP Funds (confirm with TM) AP AN (AJ30, Guard, Reserve)
	Officer: OT =MRTP Funds (confirm with TM) OP ON
	Civilian: CT =MRTP Funds (confirm with TM) CP CN
6	ACTUAL TRAVEL STATUS: One number/letter code
	Select the appropriate travel status from the chart below.
	If you have questions call the Registrar.
7	GENDER:
	Male (M) or Female (F)

Registrar or TM completes Items 2 – 7.

Figure A10.1. Force Gain Form in TTMS.

TTMS STUDENT MANAGEMENT Administration | Quick Links: [Dropdown] | Home | Preferences | Help | Logout

User Management | Learning | Reports | System Admin

Users
AFSC
Organizations
Organization Groups
Force Gain

Force Gain

> Step 1 > Step 2 > Step 3 > Step 4 > Step 5

Step 5: Enter Military Information

* = Required Fields Previous Next Finish

Complete the Military Information at the bottom of the screen. Click on the Next button to proceed to the next step, or click on the Finish button to save the information.

Action: Needs Military Info
SSAN-Course: 123456789 - E3ABR2S031 01SA
Squadron: 335TRS

Selected Student

Student Name: LAST,FIRST NAME
Gender: F

Training Information

Course ID: E3ABR2S031 01SA
Training Status: ZP
Class Number: 00000-00-Mar-00
Completion Date: 20101202

Military Information

* Military Status: Choose One
Grade:
* Quota Type:
* TRQ: Choose One
* Actual Travel Status: Choose One

Military Status Codes

A – Active AF Officer	I – Marine Civilian	R – AF Reserve Officer
B – Active AF Enlisted	J – Army Officer	S – AF Reserve Enlisted
C – Air Force Civilian	K – Army Enlisted	T – Foreign Civilian Student
D – Navy Officer	L – Army Civilian	U – Navy Civilian
E – Navy Enlisted	M – ANG Enlisted	Z - Other
F – Foreign Military Student	N – ANG Officer	
G – Marine Officer	O – Coast Guard Officer	
H – Marine Enlisted	P – Coast Guard Enlisted	

Travel Status Codes (Actual and Directed)

0	Non USAF active duty military/civilian
1	Temporary duty and return
2	Permanent change of station without permanent change of assignment
3	Permanent change of station with TDY enroute as declared
4	Permanent change of station with permanent change of assignment
5	Temporary duty pending further orders
6	Permanent change of assignment without permanent change of station
7	Permanent party attending course on base assigned
8	TDY to consecutive training locations and return
9	Unspecified according to AFR 35-28
A	Temporary Duty – User funded
B	Training in association with a PCS assignment

Attachment 11

STUDENT TRAINING STATUS CODES

Equipment (E) or Fundamentals (F) % Graduation (G) or Elimination (L) * Fundamentals to Equipment (A) or Equipment to Fundamentals (W)

A11 - Category	Code	Explanation
SAT	AA#	Unavailable for Entry Due to Excessive Absence (includes AWOL)
	AC#	Unavailable for Entry Due to Confinement
	AD#	Unavailable for Entry Due to Administrative Reasons
	AE#	Awaiting Entry into Training
	AL#	Unavailable for Entry Due to Leave (Ordinary/Emergency)
	AM#	Unavailable for Entry Due to Medical Reasons
	AS#	Unavailable for Entry Due to Awaiting Student Security Clearance
	AX#	Unavailable for Entry Due to Other Reasons
Entry	EE#	Reentry after Elimination
	EN#	Entry after a Transfer (System-Generated)
	ER#	Reentry into the Same Course
	ET#	First Entry into a Course
	EV#	Entry from Advancement (System-Generated)
	EW#	Entry from Wash back
Graduation	GE#	Graduated from Course
Departure Status (Final)	HA%	Departure Pending Port Call
	HB%	Departure Pending Joint Spouse Assignment Action
	HC%	Departure Pending Assignment
	HD%	Departure Pending Household Goods Shipment
	HE%	Departure Awaiting Reclassification
	HF%	Departure Pending Passport
	HG%	Departure Pending Concurrent Travel
	HH%	Departure Pending Weapons Qualification
	HJ%	Departure After Confinement/AWOL/Deserter
	HK%	Departure Individual Under Investigation
	HL%	Departure Pending Security Clearance
	HM%	Departure Pending Course/Class Start Determination n
	HS%	Departure Pending Medical Hold
	HT%	Departure Pending Administrative Hold
	HU%	Departure Pending Other Actions
	HV%	Departure Pending 39-10 Action
	HW%	Departure Pending 39-12 Action
Departure (Final)	HX%	Departure Pending Orders
Ineffective In Training	IA#	Ineffective - Administrative Reasons

A11 - Category	Code	Explanation
	IB#	Ineffective - Pending Board Action
	IC#	Ineffective - Confinement
	ID#	Ineffective - Awaiting Class Start (Same Course, Different Class)
	IE#	Ineffective - Awaiting Entry into Training
	IF#	Ineffective – Academic Failure
	IL#	Ineffective - Leave (Ordinary or Emergency)
	IM#	Ineffective - Medical While in Training
	IR#	Ineffective - Performance Failure (Removed Pending W/B or Elim, Skill Application Reasons, Not Academic)
	IS#	Ineffective - Security Reasons
	IW#	Ineffective - Excessive Absences (Including AWOL)
	IX#	Ineffective - Other While in Training
Elimination	LA#	Elimination - Academic Deficiency
	LB#	Elimination - Manifestation of Apprehension
	LC#	Elimination - Prejudicial Conduct
	LD#	Elimination - Disciplinary Reasons
	LE#	Elimination - Self-Initiated
	LG#	Elimination – Separated
	LI#	Elimination – Misconduct
	LJ#	Elimination - Entry into Military Academy
	LL#	Elimination - Training Related Death
	LM#	Elimination - Medical Reasons
	LP#	Elimination - Prerequisite Deficiency
	LQ#	Elimination - Other Related Death
	LR#	Elimination - Performance Deficiency
	LS#	Elimination - Security Reasons
	LT#	Elimination -Administrative Reasons (Includes Admin/Legal Action, Discharge)
	LV#	Elimination - Compassionate Reasons
	LW#	Elimination - Excessive Absences including AWOL
	LX#	Elimination - Other
	LY#	Elimination – Fitness/Weight Standards
No Show	NA	Member Arrived at Location but Failed to Report for Training
	NC	Member Arrived at Training Location, Attended a Different Course, Transfer Not Allowed
Disqualification	NS	Member Reported as a No Show for Failure to Attend
	QF#	Disqualified – Fitness/Weight Standards
	QM#	Disqualified - Medical
	QP#	Disqualified - Prerequisite Deficiency (General)
	QR#	Disqualified – Returned to Unit Assigned
	QS#	Disqualified - Security Clearance
	QX#	Disqualified - Other
	QZ#	Disqualified – Separation

A11 - Category	Code	Explanation
Recall	RA#	Recalled By Parent Organization/Country
	RC#	Recalled By Commander While in Training
	RH#	Recalled By MAJCOM While in Training
	RP#	Recalled By Parent Organization /Country While in Training
Out of Training	SA%	SOTS Pending Port Call
	SB%	SOTS Pending Join Spouse Assignment
	SC%	SOTS Pending Assignment
	SD%	SOTS Pending Household Goods Shipment
	SE%	SOTS Pending Reclassification Action
	SF%	SOTS Pending Passport
	SG%	SOTS Pending Concurrent Travel
	SH%	SOTS Pending Weapons Qualification
	SJ%	SOTS Pending Confinement/AWOL/Deserter
	SK%	SOTS Pending Under Investigation
	SL%	SOTS Pending Security Clearance
	SM%	SOTS Pending Course/Class Start Determination
	SS%	SOTS Pending Medical Hold
	ST%	SOTS Pending Administrative Hold
	SU%	SOTS – Other Reasons
	SV%	SOTS Pending Involuntary Discharge Action (Enlisted)
	SW%	SOTS Pending Involuntary Discharge Action (Officer)
	SX%	SOTS Pending Orders
Transfer	TC#	Transfer Directed by Training Activity
	TC*	Transfer Directed by Training Activity
	TH#	Transfer Directed by Course Owner
	TH*	Transfer Directed by Course Owner
Advancement	VA#	Advanced in Training Academic Reasons
	VX#	Advanced in Training – Other Reasons
Washback	WA#	Washback – Academic Reasons
	WA*	Washback – Academic Reasons
	WM#	Washback - Medical Reasons
	WM*	Washback - Medical Reasons
	WR#	Washback – Performance Reasons
	WT#	Washback - Admin (Excessive Absence, Admin/Legal Actions, Discharge, Return from Lv)
	WX#	Washback - Other Reasons
	WX*	Washback - Other Reasons
In-processing (SITS)	ZP	Pre-Course Entry Orientation (In-processing)

Attachment 12**DISTRIBUTION AND EXHIBITS OF AETC FORMS 125 AND 125A****Table A12.1. Distribution of AETC Forms 125 and 125A.**

Category	Action
Originals	The original is the form at the point of the authenticating signature.
	A faxed copy of the original may serve as an official record-keeping copy from geographically-separated units
	Send the authenticated original or an official copy (GSU) to the registrar.
*FSS	Send one copy to each applicable office in the FSS.
	For RegAF officer eliminations (permanent party) send one copy along with copies of all available exhibits in Table A12.2 to include a copy of the AF Form 475 and AF Form 286(A) if applicable, to the appropriate FSS office (within 3 duty days). The FSS in turn forwards the above with the recoupment statement, Eliminee Message and any additional pertinent documentation to AFPC/DPSIP as one package.
	If the officer student is TDY or TDY enroute, send one copy along with copies of all available exhibits in Table A12.2 including a copy of the AF Form 475 and AF Form 286(A) if applicable directly to AFPC/DPSIP.
ADAF Personnel Only	After a faculty board, send one copy (including a summary of the proceedings) without attachments to AFPC/DPMDOM1A, Randolph AFB TX 78150.
Airmen Withdrawn From Training	For airmen being withdrawn from training in AFSC 8B000, send one copy to FSS Student Assignments.
Flight Commander	Send one copy to the flight commander at the training location.
Squadron Commander	Send one copy to the squadron commander at the student's duty location.
ANG Students	Send one copy to: Appropriate liaison (with attachments); liaison will forward to appropriate agencies representative
Reserve Students	Send one copy to:
	HQ AFRC/A1KE, Robins AFB GA 31098.
	Reserve liaison NCO at the training wing (with attachments).
Civilian Students (Federal Employees)	Send one copy to HQ 11 STTW/DPCPH, 1460 Air Force Pentagon, Washington DC 20330-5000.
Additional Copies	Distribute to other organizations, as appropriate.

*Table A12.2. AETC Form 125 and 125A Exhibits.

Elimination Package	Documentation
All	Original AETC Form 156 or TTMS ST Report or AETC Form 325 or TTMS Student Accounting and Attendance Record.
	Pertinent supporting documentation dependent on the reason for the elimination, to include Type 6 DL recommendations if Type 6 DL course.
Academic	Copy of AETC Form 173, <i>Academic Counseling Record</i> , discussion test failures.
	Memorandums for Record and/or letters from the student, if pertinent to the reason for elimination.
Medical	As appropriate, in consultation with the legal office (copies are acceptable):
	AETC Form 582, <i>Mental Health Evaluation of Active Duty AF Personnel</i> .
	AF Form 422, <i>Physical Profile Serial Report</i> .
	SF Form 88, <i>Record of Medical Examination</i> .
	SF Form 502, <i>Medical Record – Narrative Summary (Clinical Resume)</i> (for medical removal from training)
	A memo from the attending provider to the Commander including prognosis.
*Disciplinary	Copy of AF Form 174, <i>Record of Individual Counseling</i> and copies of other pertinent documentation supporting disciplinary initiatives/actions (e.g. LOR, Article 15, etc.).
Recall	Copy of the official recall message.
After Faculty Board	Copy of faculty board report
Other	As directed by Registrar Section; please contact for direction.

Figure A12.1. AETC Form 125 and 125A Exhibits.

RECORD OF ADMINISTRATIVE TRAINING ACTION				
<i>This form contains personal information protected by the Privacy Act of 1974. Form will be safeguarded from unauthorized disclosure and will be disposed of according to AFI 33-332.</i>				
TRAINING UNIT/LOCATION	STU SQ	STUDENT'S PERMANENT BASE (If in TDY status)		
TRS, TRG, Base, State	XXX TRS	N/A if NPS		
SECTION I. TO BE COMPLETED BY THE APPROPRIATE OFFICIAL				
1. RECOMMEND THE FOLLOWING PERSON BE DISENROLLED FOR (Indicate reason):				
Academic Deficiency				
NAME (Last, First, Middle Initial)	GRADE	SSN	CLASS	COURSE NUMBER
Deficient, Decidedly E.	E-1	000-00-0000	25	XXXXXXXXXXXXXX
2. SUMMARY (Include important facts: e.g., no. of washbacks, date ineffective, SIA hours, prior eliminee, no. of days in TRG, guaranteed enlistment, etc.)				
On 18 Nov 09, Amn Deficient failed the block VI (version B) with a score of 65%. He was given the opportunity to retest after receiving 6 hours of SIA. He failed the retest (version A) with a 65%. He was washed back to the next class and repeated the block. He received a 100% on the next test administration (version B). On 13 Dec 09, he failed blk VII with a 55%. The student went ineffective on 14 Dec 09 and this would be his first elimination. The student has been in the TRG for 60 days.				
3. GROUNDS FOR DISENROLLMENT (Optional for Technical Training)				
<input type="checkbox"/> WERE <input type="checkbox"/> WERE NOT DUE TO FACTORS OVER WHICH THE STUDENT HAD CONTROL.				
4. RECOMMENDATIONS <input checked="" type="checkbox"/> RECLASSIFICATION <input type="checkbox"/> DISCHARGE (Reclassification recommendations subject to the needs of the Air Force.)				
THE STUDENT SHOULD				
<input type="checkbox"/> NA <input type="checkbox"/> BE <input checked="" type="checkbox"/> NOT BE CONSIDERED FOR REINSTATEMENT INTO THIS COURSE AT A LATER DATE.				
<input type="checkbox"/> NA <input checked="" type="checkbox"/> BE <input type="checkbox"/> NOT BE CONSIDERED FOR BATTLEFIELD AIRMEN (PJ, CCT, TACP, COMBAT WX), SERE, OR EOD AFSC.				
<input type="checkbox"/> NA <input type="checkbox"/> BE CONSIDERED FOR FURTHER TECHNICAL TRAINING ONLY IN AFSCs (1) <input type="text"/> (2) <input type="text"/> (3) <input type="text"/> (Optional)				
ADDRESS FOUR CATEGORIES: REASON, JUSTIFICATION, ROOT CAUSE, AND RECOMMENDATION (subject to the needs of the Air Force.)				
Amn Deficient is not up to the standard for the technical requirements of this course having great difficulty with complex abstract diagrams. We saw a pattern developing that was only going to grow worse as this member was to face even more technical material in the coming blocks. He stated that he had an increasing interest in battlefield airmen and would love to serve his country that way. His scores and his physical abilities seem to indicate, he would be a good candidate in this area.				
5. RECOMMENDATIONS (Applicable to flying training only)				
<input checked="" type="checkbox"/> NA <input type="checkbox"/> BE <input type="checkbox"/> NOT BE CONSIDERED FOR UNDERGRADUATE NAVIGATOR TRAINING				
DATE	NAME, GRADE, AND TITLE		SIGNATURE	
20091213	XXX, XX, Flight Chief		Click here to sign	
SECTION II. COORDINATION BY GUARD OR RESERVE LIAISON (Required for AFRC/ANG student eliminations)				
REMARKS				
DATE	NAME, GRADE, AND TITLE		SIGNATURE	
			Click here to sign	
SECTION III. ELIMINATION/WITHDRAWAL APPROVAL AND RETENTION RECOMMENDATION (Commander or designated representative)				
ELIMINATION/WITHDRAWAL <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED		RECOMMEND RETENTION <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		
REMARKS (Commanders have 3 duty days to sign this form from the ineffective date except pending results of a legal or medical review.)				
I agree with my flight chief's comments and after examining the person's ASVABs and hearing this member's interests, I see some real potential for the BA career fields. It is important to note that his attitude is good and he came to grips with his inclination toward Battlefield Airmen while researching more of what they do in the career field while here at the XXX TRS. I expect this member will make a great contribution to the AF in the future.				
DATE	NAME, GRADE, AND TITLE		SIGNATURE	
20091215	XXX, XX, TRS Commander		Click here to sign	

Attachment 13**FORMAT – ELIMINATION OR RECLASSIFICATION MESSAGE**

Note: AFI 36-2110 specifies the content of eliminee messages. Use this format to provide the information and request reclassification.

MEMORANDUM FOR 2 AF/TTOC Det 1

1550 Wurtsmith St Ste 1

LACKLAND AFB, TX 78236-5203

FROM:

SUBJECT: Reclassification Action

1. Personal Information:

a. Grade/Name/SSAN:

AB Wright, Robert R. 000-00-0000

c. AQE test Scores:

M - 67 A - 34 G - 52 E - 48

e. Color Vision: Yes

g. P 1 /U 1 /L 1 /H 2 /E 1 /S 1

X-Factor M/90 lbs

i. Civ. Driver Lic: Yes

k. U.S. Citizen: Yes

m. PRP Cert: Yes

o. Legal or Drug Waiver: No

q. Fear of fires: No

s. Claustrophobia: No

u. Fear of water: No

w. Pole test: No

y. Sec. Clearance Level: SECRET

aa. Special Processing underway for AFSC(s)?

Yes; 1C4X1

cc. Algebra: Yes

ee. Trigonometry: No

gg. Chemistry: Yes

ii. Computer Operations: Yes

2. Administrative Actions:

a. 125A Signed: _020423

b. Reclass Date: 020429

*c. Art 15: UIF: LOR: RIC:

b. Joint Spouse: Yes

AFSC: 2A5X2

d. Depth Perception: Yes

f. M-16 Score: 32

h. GTEP/AI: GTEP; 1N031

j. High School Grad (diploma/GED):
diploma

l. Speech Impediment: No

n. Medical Waiver: No

p. 398 Initiated: No

r. Fear of heights: No

t. Fear of insects: No

v. Fear of blood: No

x. Fear of guns: No

z. Flt Physical: No

bb. General Math: Yes

dd. Geometry: Yes

ff. Biology: Yes

hh. Physics: No

jj. English Composition: Yes

3. Course Information:

- a. Course No.: X3ABR1N031-005
- b. Course Length: 110 days
- c. Class Start Date: 020401
- d. Elimination Date: 020422
- e. First/Second Elimination (If second, state AFSC of previous):
- f. Reason for Elimination: Academic Deficiency

4. Commander's Recommendation: Approved. AB Wright struggled throughout the first block of training; the course curriculum has proven to be too technical and difficult. However, I believe his continued service in another career field would be most beneficial to the Air Force. He has shown interest in the 1C4X1, and is currently being screened for the 1C4X1 career field. If he meets the qualifications and screening for the 1C4X1 career field, recommend that he be reclassified into this, or another related career field.

5. AFSC Preferences: 1C431, 3E032, 3E433, 2F031, 4A131, and 3E432

6. POC: SSgt Hava Goodday, DSN 555-1234, FAX Number

Attachment 14**FORMAT FOR MEMORANDUM TO STUDENT FACING FACULTY BOARD ACTION**

MEMORANDUM FOR: (Student) (date)

SUBJECT: Faculty Board Action

FROM:

1. A faculty board will convene in (room, building number, hour, date) to evaluate all circumstances relative to your academic deficiency and to make recommendations on your retention or elimination, and any future training. (See Note.)
2. The following persons will be called as witnesses before the board:
3. You may call witnesses to testify on your behalf if their testimony can contribute to the board's evaluation. If witnesses are desired, our office will notify them as to the time, date, and place of the board.
4. Acknowledge receiving this notification by indorsement below not later than _____. Include the grade, name, SSN, and organization of the witnesses you desire to have testify on your behalf.
5. By signing this memorandum, you acknowledge you have been briefed, and understand your rights in this action.

(Signature of Recorder, School Secretary, or Commander)

1st Ind, (Student) (date)

TO:

1. Receipt acknowledged.
2. I desire the following witnesses to be notified on my behalf:

(Signature of Student)

Note: This memorandum applies only to non-AFI 51-602 Boards.

Attachment 15

SAMPLE DUTY @ PDS MEMORANDUM - INSTRUCTIONS

Date

MEMORANDUM FOR _____

Student's Home Unit Commander with Fax Number

FROM: _____

Training Squadron Commander

FAX: (DSN) ____ - ____

Comm: (____) ____ - ____

SUBJECT: Duty at the Permanent Duty Station during the Formal School Holiday Closure

1. Your unit member in paragraph 2, below, has requested to return (at their own expense) to the permanent duty station (PDS) to perform duty during the holiday period, _____ - _____. If you concur, I will approve (or disapprove) the requested duty according to the information you provide in your first indorsement below. When your member completes the duty as assigned, please provide the second indorsement. . The PDS/CC may also provide the memorandum, with first indorsement completed, for the TRS/CC approval. **Note:** Please print, stamp, or type your Signature Block and Title beneath the signature lines. IAW AFI 36-3003, Para 6.1.3. and JFTR U4175.

2. a. Name: _____.

b. Address While _____ Member's Initials
Performing Duty @ PDS: _____.

c. Phone Number: _____.

TRS Commander or Designated
Representative

1st Ind, _____

Date

MEMORANDUM FOR _____

Training Squadron Commander

1. I concur / do not concur.

2. Have the member report to: (if concur, otherwise leave blank)

a. Supervisor's Name: _____

b. Duty Address: _____

c. Duty Phone: _____ d. Report Time and Date: _____

PDS Commander or Designated
Representative

2nd Ind, _____

Date

MEMORANDUM FOR _____
Training Squadron Commander

Member performed duty as coordinated above.

PDS Commander or Designated
Representative

Attachment 16

EIS COURSE CONSTRAINT WORKSHEET

Figure A16.1. Sample EIS Constraint Worksheet

CONSTRAINT WORKSHEET					
AFSC	TRAINING GROUP / ORG		BASE		
3P031	37 TRG		Lackland AFB		
COURSE NUMBER	COURSE TITLE				
L3ABR3P031 0S1B	Security Forces Apprentice Course				
COURSE LENGTH - DAYS	PROGRAMMED ELIMINATION RATE				
72	0.08				
	UNCONSTRAINED REQ'TS		CONSTRAINED REQ'TS		
	FY10	FY11	FY10	FY11	
ADAF NPS	5042	5042	4345	4350	
*Elim Rate Factor	0.92	0.92	0.92	0.92	
NPS Entries Required	5480	5480	4723	4728	
ADAF PS			0	0	
ADAF RET	15	15	13	13	
Subtotal ADAF Grads	5057	5057	4358	4363	
Subtotal ADAF Entries	5495	5495	4736	4741	
ANG NPS	1080	1080	931	932	
ANG PS			0	0	
RES NPS	275	275	237	237	
RES PS			0	0	
RES IMA			0	0	
RES ART			0	0	
USA	20	20	17	17	
AGD			0	0	
ARES			0	0	
NAVY			0	0	
MC			0	0	
CG			0	0	
AFSAT	10	10	10	10	
OFCR			0	0	
AF PAQ			0	0	
CIV	7		6	0	
Subtotal Other Entries	1392	1385	1201	1196	
justed) Subtotal Other Entries	1382	1375	1191	1186	
TOTAL ENTRIES	6887	6880	5937	5937	
(ADJUSTED) TOTAL ENTRIES	6877	6870	5927	5927	
MAX CAPACITY	5937	5937	5937	5937	
LIMITING FACTORS (LIMFACS)					
Equipment	Facilities	Instructors	Other		
NO	NO	NO	YES		
Describe Constraint					
The proposed max student production numbers will automatically drive the Security Forces Apprentice Course into two shifts. By going into two shifts, constraints will be placed upon the course due to lack of area lighting and the limited number of firing points at the ranges on both Lackland Training Annex (M203 range) and Camp Bullis (M240B / M249 ranges).					
Proposed Resolution (Actions Required to Fix Constraint)					
Coordinate with Camp Bullis, Fort Sam Houston, and Lackland for resource estimates and funding to construct additional firing range points, add area lights to existing ranges, and comply with all environmental issues. Training requirements are contingent upon completion of all existing projects prior to execution of increased student production (Mission Rehearsal Area, MOUT, PART Lab, dining halls, and dormitories).					
Get Well Date TBD					
Remarks (Impact)					
Need approximately \$650K for lighting at Camp Bullis and Lackland Training Annex ranges. \$19M was funded for construction of the Mission Rehearsal Area at the Lackland Training Annex and the Military Operations in Urban Terrain facility at Camp Bullis; release of funds is pending OSD approval. Funds for construction are required to remove the constraint.					
POINT OF CONTACT					
Name	Rank / Grade	Office Symbol	DSN Phone	Date	
Mr. Santos Zamarrroa	Civ / YC-02	343 TRS/DOT	473-2694	24 Jul 08	

Table A16.1. EIS Instructions For Constraint Worksheet

A16.1. BLOCK TITLE	INSTRUCTIONS
AFSC	Enter the Air Force Specialty Code (AFSC) as found in the Enlisted Initial Skills (EIS) Program Guidance Letter (PGL) or Program Requirements Document (PRD). Example: Security Forces would be entered on the Constraint Worksheet as "3P031."
GROUP	Enter the training group responsible for the course. Example: "37 TRG"
BASE	Enter the training location/base responsible for the course. Example: "Lackland AFB"
COURSE NUMBER	Enter the AETC-approved course number as indicated in the Training Planning System (TPS). Example: "L3ABR3P031 0S1B"
COURSE TITLE	Enter the AETC-approved course title as indicated in the Training Planning System (TPS). Example: "Security Forces Apprentice Course"
COURSE LENGTH - DAYS	Enter the number of training days. Example: "72"
PROGRAMMED ELIMINATION RATE	Enter the approved <u>programmed</u> course non-prior service (NPS) elimination rate as a decimal number. Example: NPS elimination rate of eleven percent would be entered as ".11" and elimination rate of zero percent would be entered as ".00" on the Constraint Worksheet.

A16.1. BLOCK TITLE	INSTRUCTIONS
ADAF NPS (AJ10, AJ30, A1LP)	Based on the EIS PGL document, enter the unconstrained Active Duty Air Force (ADAF) Non-prior Service (NPS) production requirement for each year. If the course is the Course Of Initial Entry (COIE) and not the skill-awarding course, enter the number of NPS Entries required from the follow-on course on the Constraint Worksheet. Note: May use the Programmed Tech Training to calculate the NPS Entries from skill-awarding course/production from Course Of Initial Entry (COIE). Ensure that the NPS production requirement is entered into the AFSC Lookup worksheet tab (automatically updates on appropriate worksheet tab) and the Approved Programmed Attrition Rate is entered into the appropriate worksheet tab.
Elim Rate Factor	The worksheet will automatically calculate this number.
NPS Entries Required	The worksheet will automatically calculate this number.
ADAF PS(AJ1K)	Based on the EIS PGL or PRD, enter the unconstrained Prior Service (PS) requirement for each year.
ADAF RET (AJ1J)	Based on the EIS PGL or PRD, enter the unconstrained Retrainee (RET) training requirement for each year.
Subtotal ADAF Grads	The worksheet will automatically calculate this number by adding ADAF NPS (AJ10, AJ30, A1LP), ADAF PS, and ADAF RET graduate requirements.
Subtotal ADAF Entries	The worksheet will automatically calculate this number by adding NPS Entries Required, ADAF PS, and ADAF RET.
ANG NPS	Based on the EIS PGL or PRD, enter the unconstrained Air National Guard (ANG) Nonprior Service (NPS) requirements for each year.
ANG PS	Based on the EIS PGL or PRD, enter the unconstrained Air National Guard (ANG) Prior Service (PS) requirements for each year.
RES NPS	Based on the EIS PGL or PRD, enter the unconstrained Air Force Reserve (RES) Nonprior Service (NPS) requirements for each year.

A16.1. BLOCK TITLE	INSTRUCTIONS
RES PS	Based on the EIS PGL or PRD, enter the unconstrained Air Force Reserve (RES) Prior Service (PS) requirements for each year.
RES IMA	Based on the EIS PGL or PRD, enter the unconstrained Air Force Reserve (RES) Individual Mobilization Augmentee (IMA) requirements for each year.
RES ART	Based on the EIS PGL or PRD, enter the unconstrained Air Force Reserve (RES) Air Reserve Technician (ART) requirements for each year.
USA	Based on the EIS PGL or PRD, enter the unconstrained US Army Active Duty (USA) requirements for each year.
AGD	Based on the EIS PGL or PRD, enter the unconstrained US Army Guard (AGD) requirements for each year.
ARES	Based on the EIS PGL or PRD, enter the unconstrained US Army Reserve (ARES) requirements for each year.
NAVY	Based on the EIS PGL or PRD, enter the unconstrained US Navy requirements for each year.
MC	Based on the EIS PGL or PRD, enter the unconstrained US Marine Corps (MC) requirements for each year.
CG	Based on the EIS PGL or PRD, enter the unconstrained US Coast Guard (CG) requirements for each year.
AFSAT (MX20)	Based on the EIS PGL or PRD, enter the unconstrained International or MX20 (AFSAT) requirements for each year
OFCR	Based on the EIS PGL or PRD, enter the unconstrained Officer (OFCR) requirements for each year. It is rare, but occasionally we do have officer students who attend EIS pipeline training courses.
AF PAQ	Based on the EIS PGL or PRD, enter the unconstrained AF Palace Acquire Intern (AF PAQ) civilian training requirements for each year

A16.1. BLOCK TITLE	INSTRUCTIONS
CIV	Based on the EIS PGL or PRD, enter the unconstrained Civilian (CIV) requirements for each year
Subtotal Other Entries	<p>Worksheet will automatically calculate this number by adding the following:</p> <p>Air National Guard Nonprior Service (ANG NPS) Air National Guard Prior Service (ANG PS) AF Reserve Nonprior Service (RES NPS) AF Reserve Prior Service (RES PS) AF Reserve Individual Mobilization Augmentee (RES IMA) AF Reserve Air Reserve Technician (RES ART) Active Duty Army (USA) Army Guard (AGD) Army Reserve (ARES) Navy (NAVY) Marine Corps (MC) Coast Guard (CG) Internationals (AFSAT) Officers (OFCR) Palace Acquire Interns (AF PAQ) Civilian Employees (CIV)</p>
(Adjusted) Subtotal Other Entries	International (AFSAT - MX20) requirements are not constrained. The worksheet will automatically calculate this number by subtracting International (AFSAT - MX20) from Subtotal Other Entries, thereby adjusting the total to remove Internationals from the constraint.

A16.1. BLOCK TITLE	INSTRUCTIONS
Total Entries	<p>Worksheet will automatically calculate this number by adding the following entries:</p> <p>Active Duty Air Force Nonprior Service (ADAF NPS) Active Duty Air Force Prior Service (ADAF PS) Active Duty Air Force Retraitees (ADAF RET) Air National Guard Nonprior Service (ANG NPS) Air National Guard Prior Service (ANG PS) AF Reserve Nonprior Service (RES NPS) AF Reserve Prior Service (RES PS) AF Reserve Individual Mobilization Augmentee (RES IMA) AF Reserve Air Reserve Technician (RES ART) Active Duty Army (USA) Army Guard (AGD) Army Reserve (ARES) Navy (NAVY) Marine Corps (MC) Coast Guard (CG) Internationals (AFSAT) Officers (OFCR) Palace Acquire Interns (AF PAQ) Civilian Employees (CIV)</p>
(Adjusted) Total Entries	<p>International (AFSAT - MX20) requirements are not constrained. The worksheet will automatically calculate this number by subtracting International (AFSAT - MX20) from Total Entries, thereby adjusting the total to remove Internationals from the constraint.</p>
Max Capacity	<p>Enter the maximum number of student entries for one FY. Example: Single aircraft allows only 72 trainees to enter the course each year. Enter "72" on the Constraint Worksheet.</p>
Limiting Factors (LIMFACs)	<p>Select "YES" or "NO" for each of the four limiting factors [LIMFAC(s)] on the constraint worksheet as applicable.</p>
Describe Constraint	<p>Briefly describe the course constraint. Provide detailed information in attached bullet background paper (BBP). Address, as a minimum, each LIMFAC marked "YES."</p>

A16.1. BLOCK TITLE	INSTRUCTIONS
Proposed Resolution (Actions Required to Fix Constraint)	Briefly list the steps required to remove the constraint. Provide detailed information in an attached BBP.
Get Well Date	Based on actions already underway, enter the month and year when the constraint will be resolved. If no resolution is in sight, enter "TBD."
Remarks (Impact)	Briefly describe the impact of underproduction in this AFSC. Provide detailed information in attached BBP. This information will be used to justify resource requests.
Point of Contact	Enter the name, rank/grade, office symbol, and DSN phone number of the Constraint Worksheet POC.
Date	Enter the date the worksheet was last updated.

Sample BULLET BACKGROUND PAPER ON COMM-COMPUTER SYSTEMS OPERATIONS APPRENTICE (3C0X1) CONSTRAINT

A16.1. Purpose: Explain the purpose of the BBP and identify upfront existing total capacity, as well as the course's constraining factor(s).

A16.1.1. **Example:** The FY10 TPR is constrained at 1,769 due to lack of classroom space and instructors.

A16.2. Background:

A16.2.1. Include the AFSC's existing manning percentages, if possible. Identify if this is a new constraint or if it has existed for one year or more. If the constraint has existed for one year or more, explain what steps have been taken to unconstrain the course. If a projected get well date exists, include that date; if a get well date does not exist, explain why.

A16.2.2. **Example:** The 3C0X1 manning is at a critical state AF wide. It is currently at 82% of 8600 personnel required end strength. The current 3C0X1 manning level for the Air Force will increase to 8850 over the FYDP. With retention decreasing, the over percentage of 3C0X1s in the Air Force is expected to decrease. Also, the number of 3C0X1 personnel leaving the AF is at an all time high. To compensate for this increased turnover rate, the schoolhouse must increase its production of 3C0X1s over the FYDP. Currently the course is operating double shifts to meet the current production demands.

A16.3. INFRASTRUCTURE/FACILITIES:

A16.3.1. Identify all issues impacting current facilities. Additional buildings, or modifications to existing buildings, must be included. Include all classroom, dining hall, dormitory and other infrastructure issues, as needed.

A16.3.2. **Example:** To support the increased student load, an additional dormitory will be required. The existing dormitories are at capacity, with all rooms being double, and in some cases triple bunks. This dormitory will support the additional 500 NPS students projected through the FYDP.

A16.4. O&M/\$\$\$\$:

A16.4.1. Identify, in detail (include number of items and associated costs), all equipment, furniture, contracts or other items that are required to unconstrain course. In addition, ensure that sufficient justification is provided for why the additional items are needed.

A16.4.2. **Example:** Six additional classrooms and one instructor office have been reserved for 3C0X1 use by the 81 TRG. Classrooms and equipment will be available two months after funds are received. Breakout of equipment is as follows:

Table A16.2. Sample Breakout of Equipment

<u>Description</u>	<u>Amount</u>	<u>PEC</u>	<u>EEIC</u>	<u>Remarks</u>
1 Instructor Office	\$42,000.00	84731	619	Modular Furniture for 8 Workstations
6 One-Gun Projectors	\$31,800.00	84731	619	
8 ESD Kits	\$2,400.00	84731	619	ESD floor mats, wrist straps
8 Tool Kits	\$640.00	84731	619	general purpose tools
1 Diagnostic Kit	\$700.00	84731	619	
3 1000-Ft rolls Cat 5 cable	\$900.00	84731	619	Plenium Grade Cable Only
6 Projector Screens	\$1,548.00	84731	619	
6 4x8 Ft white boards	\$3,000.00	84731	619	
<u>Description</u>	<u>Amount</u>	<u>PEC</u>	<u>EEIC</u>	<u>Remarks</u>
64 Classroom Tables	\$29,056.00	84731	619	
128 Keyboard Trays	\$15,488.00	84731	619	
80 Classroom Chairs	\$18,400.00	84731	619	
8 Work Benches	\$8,000.00	84731	619	
16 Work Bench Stools	\$3,200.00	84731	619	
6 Multimedia Podiums	\$3,300.00	84731	619	Built by Trainer Development
619 Total	\$160,432.00			
68 Pent Class PCs /software	\$112,200.00	84731	637	60 Classroom/8-Instructor
40 Pentium Class PCs/no software	\$62,000.00	84731	637	Site license on hand for software
3 24-Port Cisco Switch	\$7,500.00	84731	637	
2 Server/software	\$110,000.00	84731	637	
60 NT Server licenses	\$2,160.00	84731	637	
1 Smart UPS	\$1,100.00	84731	637	

637 Total	\$294,960.00			
TOTAL	\$455,392.00			

A16.5. Manpower/Personnel:

A16.5.1. Explain the number of additional instructor(s) required to meet the training requirement (TPR + STR). Ensure that the timeframe of when the instructor(s) is/are required is included. If additional manpower (i.e. MTLs, overhead positions, etc.) is required, identify what type of manpower is required and why.

A16.5.2. **Example:** Ten additional instructors with a RNLTD of 1 Jul 2009 are required to increase schoolhouse capacity and eliminate this constraint.

A16.6. ITRO Course/Other Us Government Agency Training:

A16.6.1. Is the constrained course an ITRO course (yes/no)? If so, who is the host? If AF is the host, who are the ITRO participants (in MOU/MOA/ITRO agreement)?

A16.6.2. **Example:** N/A to the 3C0X1 course (E3ABR3C0X1-005), as it is a basic course taught in residence at Keesler.

A16.7. Special Interest Items:

A16.7.1. If there are other constraining factors or courses in the pipeline (e.g. Other US govt agency training course precedes or follows this course and have been unsuccessful in increasing the number of quotas above current requirements), state what they are. If the course has a high tech training elimination rate, state what it is and why it has and continues to be high.

A16.7.2. **Example:** N/A. There are no courses preceding or following, as there is only one course in this pipeline. This course does not have a high elimination rate.

A16.8. Impact If Not Funded:

A16.8.1. Must be strong, clear and concise. Explain what the impact is of not meeting the requested training requirements (TOT TECH) to the career field. Based on current capacity limitations, explain in detail total number of TPR (AD), STR (OTHERS) and TOTAL TECH (TPR+STR) that will be produced if constraint is not resolved (using constraint worksheet as guide).

A16.8.2. **Example:** Unable to meet the AF requested TPR increase. Course will fall short of need by 198 graduates, 15 percent of production. This will drive career field manning levels below 80 percent. The resources identified will allow us to equip six additional classrooms and one instructor study. To meet the anticipated increase in students, the resources identified must be funded and available prior to 1 July 2009.

Attachment 17

OIS COURSE CONSTRAINT WORKSHEET WITH INSTRUCTIONS

Figure A17.1. Sample OIS Constraint Worksheet

FY11-12 CONSTRAINT WORKSHEET - OFFICER INITIAL SKILLS									
AFSC		TRAINING GROUP / ORG			BASE				
COURSE NUMBER		COURSE TITLE							
COURSE LENGTH - DAYS									
		UNCONSTRAINED REQ'TS			CONSTRAINED REQ'TS				
		FY11		FY12		FY11		FY12	
ACCESSIONS						0		0	
CROSSFLOWS						0		0	
Subtotal ADAF Grads		0		0		0		0	
Subtotal ADAF Entries		0		0		0		0	
ANG NON-FLY						0		0	
ANG FLY						0		0	
RES						0		0	
RES ART						0		0	
RES IMA						0		0	
AFSAT						0		0	
CRO / STO						0		0	
AF PAQ						0		0	
CIV						0		0	
Subtotal Other Entries		0		0		0		0	
Adjusted Subtotal Other Entries		0		0		0		0	
TOTAL ENTRIES		0		0		0		0	
ADJUSTED TOTAL ENTRIES		0		0		0		0	
MAX CAPACITY						0		0	
LIMITING FACTORS (LIMFACS)									
Equipment		Facilities		Instructors		Other			
Describe Constraint									
Proposed Resolution (Actions Required to Fix Constraint)									
Get Well Date									
Remarks (Impact)									
POINT OF CONTACT									
Name	Rank / Grade	Office Symbol	DSN Phone	Date					

Table A17.1. Instructions for Constraint Worksheet – OIS

A17.1. BLOCK TITLE	INSTRUCTIONS
AFSC	Enter the Air Force Specialty Code (AFSC) as found in the Officer Initial Skills (OIS) Program Guidance Letter (PGL) or Program Requirements Document (PRD). Example: Airfield Operations would be entered on the Constraint Worksheet as "13M1."
TRAINING GROUP / ORG	Enter the training group responsible for the course. Example: "37 TRG"
BASE	Enter the training location/base responsible for the course. Example: "Lackland AFB"
COURSE NUMBER	Enter the AETC-approved course number as indicated in the Training Planning System (TPS). Example: "E3OBR13M1 00MC"
COURSE TITLE	Enter the AETC-approved course title as indicated in the Training Planning System (TPS). Example: "Airfield Operations Officer"
COURSE LENGTH - DAYS	Enter the number of training days. Example: "76"
ACCESSIONS	Based on the OIS PGL or PRD, enter the unconstrained Active Duty Air Force Total Accessions (AM10) to be trained for the fiscal year via Initial Skills Training (IST). Represents commissioned officers from ROTC, OTS, or USAFA attending IST; which is the sum of AM10 Carryovers + OPEX + New AM10s from the PGL or PRD.
CROSSFLOWS	Based on the OIS PGL or PRD, enter the unconstrained Active Duty Air Force Crossflow (AM11) training requirements for each year (based on crossflow boards, represents officers retraining from one AFSC into another).
Subtotal ADAF Grads	The worksheet will automatically calculate this number by adding ADAF Accessions and Crossflows.

A17.1. BLOCK TITLE	INSTRUCTIONS
Subtotal ADAF Entries	The worksheet will automatically calculate this number by adding ADAF Accessions and Crossflows. For OIS, grads and entries are equal, because we currently do not utilize programmed elimination rates.
ANG NON-FLY	Based on the OIS PGL or PRD, enter the unconstrained Air National Guard (ANG) Non-flying (CC10) AFSC training requirements for each year.
ANG FLY	Based on the OIS PGL or PRD, enter the unconstrained Air National Guard (ANG) Flying (CNN0) AFSC training requirements for each year.
RES	Based on the OIS PGL or PRD, enter the unconstrained Air Force Reserve Command (RES) requirements for each year.
RES IMA	Based on the OIS PGL or PRD, enter the unconstrained Air Force Reserve (RES) Individual Mobilization Augmentee (IMA) requirements for each year.
RES ART	Based on the OIS PGL or PRD, enter the unconstrained Air Force Reserve (RES) Air Reserve Technician (ART) requirements for each year.
AFSAT (MX20)	Based on the OIS PGL or PRD, enter the unconstrained International or MX20 (AFSAT) requirements for each year
CRO / STO	Based on the OIS PGL or PRD, enter the unconstrained CRO / STO requirements for each year. Combat Rescue Officers & Special Tactics Officers are managed through their pipelines with A2LP. Officers in AFSPC attend OIS courses. TRQIs used are A1S0 and A2LP.
AF PAQ	Based on the OIS PGL or PRD, enter the unconstrained AF Palace Acquire Intern (AF PAQ) civilian training requirements for each year
CIV	Based on the OIS PGL or PRD, enter the unconstrained Civilian (CIV) requirements for each year

A17.1. BLOCK TITLE	INSTRUCTIONS
Subtotal Other Entries	<p>Worksheet will automatically calculate this number by adding the following:</p> <p>Air National Guard Non-Fly (ANG NON-FLY – CC10) Air National Guard Fly (ANG FLY – CNN0) AF Reserve Command (RES) AF Reserve Individual Mobilization Augmentee (RES IMA) AF Reserve Air Reserve Technician (RES ART) Internationals (AFSAT) Officers (OFCR) Palace Acquire Interns (AF PAQ) Civilian Employees (CIV)</p>
(Adjusted) Subtotal Other Entries	<p>International (AFSAT - MX20) requirements are not constrained. The worksheet will automatically calculate this number by subtracting International (AFSAT - MX20) from Subtotal Other Entries, thereby adjusting the total to remove Internationals from the constraint.</p>
Total Entries	<p>Worksheet will automatically calculate this number by adding the following entries:</p> <p>Accessions (Total AM10) Crossflows (AM11) Air National Guard Non-Fly (ANG NON-FLY – CC10) Air National Guard Fly (ANG FLY – CNN0) AF Reserve Command (RES) AF Reserve Individual Mobilization Augmentee (RES IMA) AF Reserve Air Reserve Technician (RES ART) Internationals (AFSAT) Officers (OFCR) Palace Acquire Interns (AF PAQ) Civilian Employees (CIV)</p>
(Adjusted) Total Entries	<p>International (AFSAT - MX20) requirements are not constrained. The worksheet will automatically calculate this number by subtracting International (AFSAT - MX20) from Total Entries, thereby adjusting the total to remove Internationals from the constraint.</p>
Max Capacity	<p>Enter the maximum number of student entries for one FY. Example: Single aircraft allows only 72 trainees to enter the course each year. Enter "72" on the Constraint Worksheet.</p>

A17.1. BLOCK TITLE	INSTRUCTIONS
Limiting Factors (LIMFACs)	Select "YES" or "NO" for each of the four limiting factors [LIMFAC(s)] on the constraint worksheet as applicable.
Describe Constraint	Briefly describe the course constraint. Provide detailed information in attached bullet background paper (BBP). Address, as a minimum, each LIMFAC marked "YES."
Proposed Resolution (Actions Required to Fix Constraint)	Briefly list the steps required to remove the constraint. Provide detailed information in an attached BBP.
Get Well Date	Based on actions already underway, enter the month and year when the constraint will be resolved. If no resolution is in sight, enter "TBD."
Remarks (Impact)	Briefly describe the impact of underproduction in this AFSC. Provide detailed information in attached BBP. This information will be used to justify resource requests.
Point of Contact	Enter the name, rank/grade, office symbol, and DSN phone number of the Constraint Worksheet POC.
Date	Enter the date the worksheet was last updated.

Attachment 18

CAPACITY ASSESSMENT WORKSHEET WITH INSTRUCTIONS

Figure A18.1. Sample Capacity Assessment Worksheet

Capacity Assessment Worksheet			
Training Group: _____ Training Squadron: _____ Training Location: _____			DATE: _____
Course Number: _____			AFSC: _____
Title: _____			
Is course part of a multi-course pipeline? _____ If yes, list all courses in the pipeline in the comments section.			
1. _____ Total Course Length: (Enter number of days)			
2. _____ For courses where the capacity is predetermined such as type 5 courses enter capacity here, go to step 7, and enter max & min group size. For other courses, continue to step 3 to calculate the max entries.			
3. Maximum Groups Concurrent For Each Shift			
_____ A	_____ B	_____ C	_____ D
_____ R	_____ S	_____ T	
4. Single-Shift LIMFAC _____ Equipment _____ Facilities _____ Other _____			
5. _____ Minimum Interval			
6. Maximum Number of Groups Entered per Year For Each			
_____ A	_____ B	_____ C	_____ D
_____ R	_____ S	_____ T	
7. _____ Program Class Size: _____ Maximum _____ Minimum			
8. Maximum Entries: _____			
9. _____ (A) Current Instructor Authorizations			
_____ (B) Maximum Annual Entries with Current Instructor Authorizations			
10. TM/Rank/Office _____			DSN: _____
11. Flight Chief/Office _____			DSN: _____
12. Squadron Commander _____			DSN: _____
13. Training Staff Officer/Office _____			DSN: _____
Comments: _____			

Download spreadsheet template from 2 AF CoP

A18.1. Name file using the following format: *CourseNumber_CAW_DDMmmYY.xls*

Where *CourseNumber* is the 15 digit AETC course number. Include the date the assessment was made and use underscores (not blanks) throughout the filename. For example, the filename course E3ABR2E032 00AA capacity assessment performed on February 1, 2008 would be: E3ABR2E032_00AA_CAW_01Feb08.xls

Table A18.1. Capacity Assessment Worksheet Instructions

Block – A18.1.	Instructions	Example / Notes
Date	Enter date of last update.	DD - MMM- YY
Training Group	Enter the training group designation.	37 TRG
Training Squadron	Enter the training squadron designation.	344 TRS
Training Location	Enter the location where the training occurs as indicated in Education and Training Course Announcements (ETCA).	Lackland AFB
Course Number	Enter the AETC-approved course number as indicated in TPS.	L3ABR1A231 048A
AFSC	Enter the Air Force Specialty Code (AFSC) as listed in the Air Force classification directory.	1A231
Title	Enter the AETC-approved course title as indicated in TPS.	Aircraft Loadmaster Apprentice
1. Total Course Length	Enter the total number of training days required.	23
2. Courses with Predetermined Capacity	Enter the capacity of courses where the capacity does not need to be calculated such as Type 5 courses or constrained courses.	Entering a number in this block deactivates calculations in blocks 3 through 7.
3. Maximum Groups Concurrent for each shift	List the maximum number of groups that can be accommodated at one time on each shift. Limits are due to facilities and equipment ONLY, NOT instructor shortages.	Use the A, B, C, D row or the R, S, T row but not both.
4. Single-Shift LIMFAC	Identify factors that limit the course to utilize a single shift. Select Yes/No Examples may include limited equipment, facilities, or PT requirements in the course that can only be accomplished on certain shifts.	Equipment. Classrooms. Students require physical conditioning as part of the course – facilities are only available during daylight hours.

5. Minimum Interval	Enter the minimum number of days between class starts on the same shift. This is an optional entry to address those courses where the interval between class starts cannot be accurately calculated by dividing the course length by the shift limit.	A 43-day course with a shift limit of 5 could enter classes every 9 days. If equipment constraints require a 10-day minimum interval between classes (shift limit is still 5), use this block to communicate that limitation.
6. Maximum Number of Groups Entered per Year for Each Shift	This value is automatically calculated for each shift by dividing the number of training days per year (246) by the minimum interval (block 4) or the results of the shift limit calculation whichever is more restrictive. The value is rounded down to the next whole number.	
7. Program Class Size	List the Program, Maximum, and Minimum class sizes. These figures MUST be taken from the latest approved training plan and MUST be in the TPS database for the course.	
8. Maximum Entries	The maximum number of students that can be entered into the course in a one year period (may not correspond to a fiscal year) is automatically calculated by multiplying the Total of Maximum Number of Groups Per Year for each shift by the Program Class Size (block 7).	If block 2 has an entry, calculations are bypassed and the entry in block 2 is duplicated here.
9. (A) Current Instructor Authorizations	Enter the number of instructors currently authorized for this course. Obtain this information from the local manpower office.	
9. (B) Maximum Annual entries with Current Instructor Authorizations	Obtain this figure from the local manpower office.	
10. TM / Rank / Office / Phone	Enter the name, rank, office symbol and DSN phone number of the TM responsible for the course.	

11. Flight Chief / Rank / Office / Phone	Enter the name, rank, office symbol and DSN phone number of the Plans Chief responsible for the course.	
12. Squadron Commander	Enter name of squadron commander responsible for the course.	
13. Training Staff Officer	Enter name and office symbol of the training staff officer responsible for the course (AETC Representative).	
Comments	<p>If this course is part of a multi-course pipeline, enter each course number (in order) for the entire pipeline. It is paramount that this entry is included and up-to-date.</p> <p>Also, if any course in the pipeline is considered a “bottleneck” please identify this in the comments as well.</p> <p>If resources for this course are shared with other courses, list those other courses here.</p> <p>Provide detailed explanation of any circumstances that affect course capacity, e.g., dormitory limitations, sister service seats, etc.</p>	

Attachment 19

TRAINING QUOTA MOVEMENT WORKSHEET INSTRUCTIONS

Figure A19.1. Sample Quota Movement Worksheet

TRAINING QUOTA MOVEMENT REQUEST							
REQUESTER	MAJCOM / USER	DSN PHONE	TRQI	DATE OF REQUEST	PROGRAM		
					<input type="checkbox"/> Enlisted Initial Skills <input type="checkbox"/> Officer Initial Skills <input type="checkbox"/> MRTP – Advanced & Supplemental		
Please move the quota(s) FROM the following class(es) / course(s):							
NO	COURSE NUMBER	CLASS ID	CLASS START DATE	CLASS END DATE	NUMBER OF QUOTAS	QUOTA TYPE	TRAINING REQUIREMENT LINE ID
1							
2							
3							
4							
5							
Place the quota(s) from the above class(es) / course(s) INTO the following class(es) / course(s):							
NO	COURSE NUMBER	CLASS ID	CLASS START DATE	CLASS END DATE	NUMBER OF QUOTAS	QUOTA TYPE	TRAINING REQUIREMENT LINE ID
1							
2							
3							
4							
5							
COMMENTS				2 AF COORDINATION			
				APPROVED			
				ACTION COMPLETED			
				PROGRAMMANAGER			

A19.1. Download actual worksheet from 2 AF's Quota Management CoP.

A19.1. BLOCK TITLE	INSTRUCTIONS
REQUESTER	Enter the requester's name. Example: SSgt Jane Doe or Mr. John Q. Smith
MAJCOM / USER	Enter the requester's MAJCOM, MAJCOM equivalent, or component branch if sister service. Example: ACC, Air National Guard, or Army
DSN PHONE	Enter the requester's DSN telephone number.
TRQI	Enter the Training Requester Quota Identifier (TRQI) needing quota movement.
DATE OF REQUEST	Enter the date the request for quota movement is prepared and sent.

A19.1. BLOCK TITLE	INSTRUCTIONS
PROGRAM	<p>In this block, depending on 3rd and 4th digit of course number, mark type of course.</p> <p>Examples:</p> <p>Enlisted Initial Skills: ABR, AQR, ALR, ABP Officer Initial Skills: OBR, OQR MRTP: AZR, ACR, AZP, ACP, OZR, OAR</p>
PLEASE MOVE THE QUOTA(S) <u>FROM</u> THE FOLLOWING CLASS(ES) / COURSE(S)	<p>Everything in this section refers to the “as is” requirements distribution. Tell us in the blocks that follow about the course(s) / class(es) you want us to move requirements <u>from</u>.</p>
COURSE NUMBER	<p>Enter the 15-digit AETC course number for the course in which quota(s) need to be changed from.</p> <p>Example: J3ABR2A632 0A1A</p>
CLASS ID	<p>Enter the 7-digit Class ID as it appears in Oracle Training Administrator, where the first 4 digits represent the fiscal year and the last 3 digits represent the numbers of classes in sequence.</p> <p>Example: 2008001.</p>
CLASS START DATE	<p>Enter the Class Start Date.</p>
CLASS END DATE	<p>Enter the Class End Date.</p>
NUMBER OF QUOTAS	<p>Enter the number of quotas that need to be changed.</p>
QUOTA TYPE	<p>Enter the type of quota currently in the class.</p> <p>Examples: AN, AP, AT, ON, OP, OT, CN, CP, CT</p>

A19.1. BLOCK TITLE	INSTRUCTIONS
TRAINING REQUIREMENT LINE ID	Enter the Training Requirement Line ID (TRLN) from Oracle Training Administrator. This number links the request to the requirements in OTA and indicates the priority of the training seats.
PLACE THE QUOTA(S) FROM THE ABOVE CLASS(ES) / COURSE(S) INTO THE FOLLOWING CLASS(ES) / COURSE(S):	Everything in this section refers to the “to be” requirements distribution. Tell us in the blocks that follow about the course(s) / class(es) you want us to move requirements <u>into</u> .
COURSE NUMBER	Enter the 15-digit AETC course number for the course in which quota(s) will be changed to. Example: J3ABR2A632 0A1A
CLASS ID	Enter the 7-digit Class ID as it appears in Oracle Training Administrator, where the first 4 digits represent the fiscal year and the last 3 digits represent the numbers of classes in sequence. Example: 2008001.
CLASS START DATE	Enter the Class Start Date.
CLASS END DATE	Enter the Class End Date.
NUMBER OF QUOTAS	Enter the number of quotas that will be changed.
QUOTA TYPE	Enter the type of quota needed. Examples: AN, AP, AT, ON, OP, OT, CN, CP, CT
TRAINING REQUIREMENT LINE ID	Enter the Training Requirement Line ID (TRLN) from Oracle Training Administrator. This number links the request to the requirements in OTA and indicates the priority of the training seats.
COMMENTS	Enter any additional comments necessary to clarify the request.
2 AF COORDINATION – APPROVED	2 AF/TTOC-P and 2 AF/TTOC-O use this block.

A19.1. BLOCK TITLE	INSTRUCTIONS
2 AF COORDINATION – ACTION COMPLETED	2 AF/TTOC-P and 2 AF/TTOC-O use this block
2 AF COORDINATION – PROGRAM MANAGER	2 AF/TTOC-P uses this block.

A20.1. BLOCK TITLE	INSTRUCTIONS
PROGRAM	<p>In this block, depending on 3rd and 4th digit of course number, mark type of course.</p> <p>Examples:</p> <p>Enlisted Initial Skills: ABR, AQR, ALR, ABP Officer Initial Skills: OBR, OQR MRTP: AZR, ACR, AZP, ACP, OZR, OAR</p>
COURSE NUMBER	<p>Enter the 15-digit AETC course number for the course in which additional quotas are requested</p> <p>Example: J3ABR2A632 0A1A</p>
FY	<p>Enter the fiscal year in which additional quotas are needed.</p>
CLASS ID	<p>Enter the 7-digit Class ID as it appears in Oracle Training Administrator, where the first 4 digits represent the fiscal year and the last 3 digits represent the numbers of classes in sequence.</p> <p>Example: 2008001.</p>
CLASS START DATE	<p>Enter the Class Start Date where additional training seats are requested.</p>
CLASS END DATE	<p>Enter the Class End Date for the class session where additional training seats are requested.</p>
NUMBER OF QUOTAS	<p>Enter the number of quotas or training seats that are needed in a particular course and class.</p>
QUOTA TYPE	<p>Enter the type of quota needed.</p> <p>Examples: AN, AP, AT, ON, OP, OT, CN, CP, CT</p>

A20.1. BLOCK TITLE	INSTRUCTIONS
TRAINING REQUIREMENT LINE ID	Enter the Training Requirement Line ID (TRLN) from Oracle Training Administrator. This number links the request to the requirements in OTA and indicates the priority of the training seats.
TRQI WITH UNUSED QUOTA	<p>Enter the Training Requester Quota Identifier (TRQI) that has unused quotas. The requester will have to log into Oracle Training Administrator to see this information.</p> <p>Example: The Air Force Reserve Non-prior Service (RR10) has unused quotas and the Air National Guard (CC10) needs them; so the ANG TRQI would review OTA for available seats and enter the AFRES TRQI RR10 on the worksheet.</p>
SEATS AVAILABLE	Enter the number of seats available from the TRQI with unused quotas.
COMMENTS	Enter any additional comments necessary to clarify the request.
2 AF COORDINATION – APPROVED	2 AF/TTOC-P and 2 AF/TTOC-O use this block.
2 AF COORDINATION – ACTION COMPLETED	2 AF/TTOC-P and 2 AF/TTOC-O use this block
2 AF COORDINATION – PROGRAM MANAGER	2 AF/TTOC-P uses this block.

Attachment 21

CALCULATING, VALIDATING, AND APPROVING COURSE PROGRAMMED

ELIMINATION RATES

A21.1. Procedures:

A21.1.1. AETC/A3P proposes programmed elimination rates (PERs) for the budget year and budget year +1 by analyzing prior and current actual elimination rates (AERs). Please note that PERs are only applied to Active Duty Air Force Non-prior Service (ADAF NPS) students in Enlisted Initial Skills courses. The analysis is based on execution year (weighted 60%) and execution year -1 (weighted 40%) AER data from the AETC Decision Support System (ADSS) through 31 May of each year. For example, the proposed PERs for FY11-12 were determined by analysis of FY08-9 PER Data through 31 May 09 and the application of a specific formula:

FY11-12 proposed PER = ((FY08 elim rate avg * 40%) + (FY09 to date elim rate avg * 60%))
Where courses are discontinued and replaced with new course numbers, the discontinued (or former) course numbers' AER data are used to calculate proposed PERs where possible.
Elimination Rates are currently calculated by ADSS using the formula as follows:

$$\text{Elimination Rate} = \frac{\text{Actual Eliminations} + \text{Disqualifications (For Completed Classes)}}{\text{Original Entries} + (\text{All Actual Gains}) - (\text{All Actual Losses})}$$

Table A21.1. Elimination Rate Formula.

Original Entries	Actual Gains	Actual Losses
Initial Entries into Training	Entries from Washback	Actual Washbacks
Entries from Elimination	Entries from Advancements	Actual Advancements
Entries from Transfer		Actual Transfers
		Actual Recalls

Example: 30 Air Force NPS trainees enter Course ABR over a 12-month period with 4 eliminations. Also, during the 12-month period, Course ABR Gains 4 Air Force NPS trainees and records 5 Air Force NPS losses. The Air Force NPS elimination rate for Course ABR is:

$$\text{Air Force NPS Elimination Rate} = \frac{4}{30+4-5} = .1379 \text{ or } 13.79 \text{ percent}$$

Note: Gains and losses are students that wash into (gain) or wash out of (loss) cited in the above example.

A21.1.2. . HQ AETC/A3P will staff proposed elimination rates to 2 AF/TTOC, as well as schoolhouses/agencies outside 2 AF (HQ AETC/A3Z/A3R, USAFSAM, Maxwell, etc.) for validation each year.

A21.1.3. 2 AF/TTOC will staff the proposed elimination rates to the appropriate training groups/schools that will validate the proposed elimination rates for completeness and accuracy.

A21.1.4. Training groups/schools will review proposed programmed elimination rates, and may request adjustments. Requests to adjust proposed elimination rates will be accompanied with a justification describing the rationale behind each suggested change. They will electronically return the validated data to HQ AETC/A3P.

A21.1.5. 2 AF is responsible for approving the elimination rates for schoolhouses under their purview, and forwarding them to HQ AETC/A3P for inclusion in the PTT. For schoolhouses outside 2 AF, HQ AETC/A3P is responsible for approving the elimination rates and forwarding them to schoolhouses each year.

A21.1.6. HQ AETC/A3P will ensure the approved programmed elimination rates are updated in the PTT and TPS.

Table A21.2. Summary of PER Responsibilities.

	OPR	Action
1	HQ AETC/A3PZ	Provides 2AF/Maxwell/HQ AETC A3F/A3R and the United States Air Force School of Aerospace Medicine (USAFSAM) with recommended PERs
2	NAF/Wings/Schoolhouses	Review historical elimination rates
3	Schoolhouses	Where PRP eliminations occur, ensure PERs account for such eliminations
4	Schoolhouses	Consolidate PER recommendations/updates and forward to 2 AF/TTOC or directly to HQ AETC/A3PZ for non-2 AF schoolhouses
5	2 AF/TTOC	For courses under 2 AF, reviews proposed PERs and forwards approved PERs to HQ AETC/A3PZ
6	HQ AETC/A3P	Approves outyear PERs not under 2 AF purview.
7	HQ AETC/A3PZ	Applies approved rates to the PTT
8	HQ AETC/A3PZ	Updates TPS with approved PERs

Table A21.3. TM Responsibilities after PERs Approved and Posted.

	Action	Object
1	Validate	Consistent use of approved rates in the PTT and TPS
2	Notify	HQ AETC/A3P through 2 AF/TTOC of noted deviations
3	Apply	Approved PER for any revised course that supersedes an existing course
4	Request	New PER when adding a course, one that does not supersede an existing course. Forward the request through 2 AF/TTOC for approval. (Exception: CPD/Brooks forwards to HQ AETC/A3PZ.) Execution year approval is dependent on availability of resources to support the request

Note: When AFSCs are merging or course(s) are being superseded, base PERs on historical elimination data, to include relevant data from similar courses with like subject matter difficulty and similar target population aptitudes.

Attachment 22

USING PROGRAMMED ELIMINATION RATES TO DETERMINE THE NUMBER OF ENTRIES FOR EACH COURSE IN THE AFSC PIPELINE

A22.1. Procedures:

A22.1.1. NPS Only. This process begins with the 3-level awarding course, and works back through the pipeline to BMT.

A22.1.1.1. Take the TPR and calculate the number of entries for the 3-level awarding course using the following formula. Round up the result:

$$\text{CE} = \text{NPSa}/(1-\text{PER})$$

CE - Course Entries

NPSa–Nonprior service TPR contributing to the overall AFSC TPR

PER - Approved Course Programmed Elimination Rate for NPS student resource category

Example: Given TPR for NPS 75 and elimination rate is 21%.

$$\text{CE} = 75/(1-.21)$$

$$\text{CE} = 75/.79$$

$$\text{CE} = 94.936 \text{ or } 95 \text{ after rounding up to next whole number}$$

So for the purposes of schedule planning and development and resource programming, 95 NPS entries are required in order to achieve a 75 NPS graduates.

A22.1.1.2. If there is a course preceding the 3-level awarding course, the number of NPS graduates is equal to the number of entries in the 3-level awarding course. Take the number of NPS 3-level course entries, and calculate the number of prerequisite course entries using the following formula. Round up the result:

$$\text{CE} = \text{NPSb}/(1-\text{PER})$$

CE - Course Entries

NPSb – Non-Prior Service 3-level course entries

PER - Approved Course Program Elimination Rate for NPS

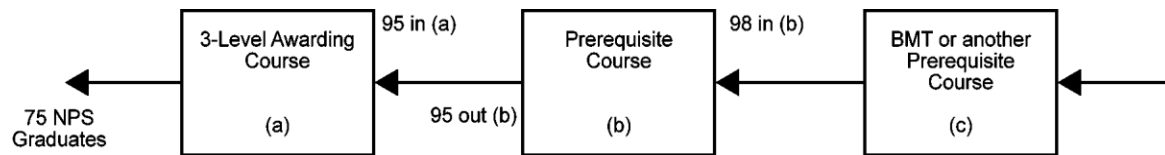
Example: Given your calculated NPS 3-level course entries is 95, and known elimination rate is 3%.

$$\text{CE} = 95/(1-.3)$$

$$\text{CE} = 95/.97$$

$$\text{CE} = 97.938 \text{ or } 98 \text{ after rounding up to next whole number}$$

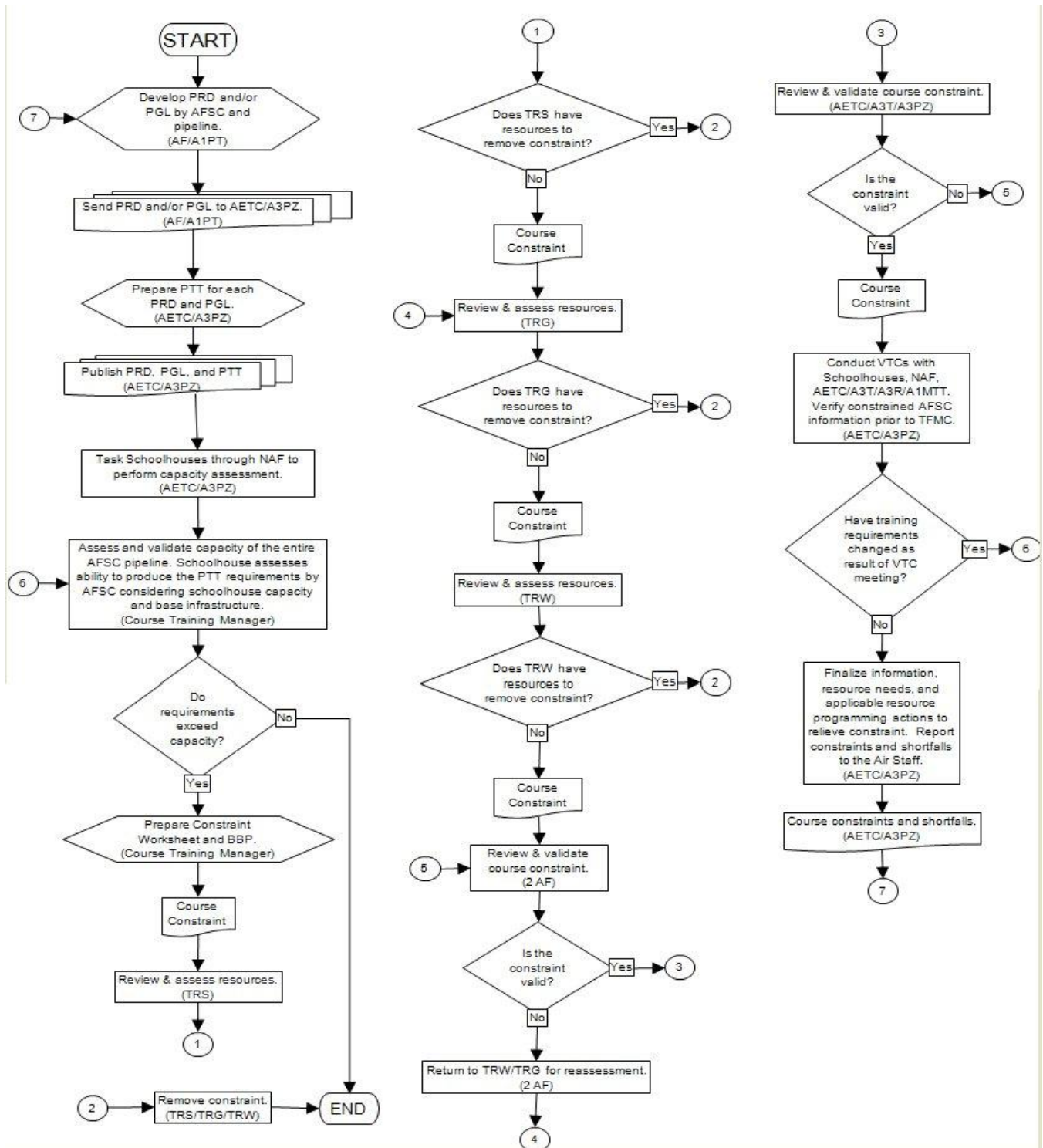
So for the purposes of schedule planning and development, and resource programming, 98 NPS entries are required in the prerequisite course to achieve a 95 NPS entries into the 3-level awarding course, enabling a production goal of 75 NPS 3-level graduates. See Figure A16.1.

Figure A22.1. Flow Diagram.

A22.1.1.3. If there are additional courses in the AFSC pipeline, continue the process until all course entries have been determined.

Attachment 23

COURSE CONSTRAINT PROCESS FLOWCHART



Attachment 24

ADDITIONAL INSTRUCTOR REQUIREMENTS WORKSHEET (AIRW) WITH INSTRUCTIONS FOR EIS

Figure A24.1. Sample AIRW (EIS)

FY10 ESTIMATED ADDITIONAL INSTRUCTOR REQUIREMENTS WORKSHEET						
Course Name				Course Number		
AFSC	AFSC Title				Tag Days	
Total Number of Courses in Pip		Which Course in Pipeline (Sequence)? 1, 2, 3, 4, 5, 6, 7, 8, 9, 10				
ADAF NPS	Programmed Elim Rate	Total NPS Entries				
		0				
ADAF RET	ADAF PS	Total ADAF Entries				
		0				
Other STR		Total Tech Entries				
		0				
ITRO Course?		Army Entrier	Navy Entrier	Marine Entrier	Chart Guard	Internet'l
Yes / No						
TRG Representative Endorsement						
Grade	Last Name	Office	Phone	Signature		Date
HQ AETC / A1MRT						
Estimated Number of Instructors Required:						
Less Number of CIVILIAN INSTRUCTORS Currently Authorized:						-
Less Number of MILITARY INSTRUCTORS Currently Authorized:						-
Estimated Additional Number of Military Instructors Required:						0
Number of Additional Instructors by Rank:		SrA	SSgt	TSgt	MSgt	Officer
HQ AETC / A1MRT Endorsement						
Grade	Last Name	Office	Phone	Signature		Date
HQ AETC / A3T Training Pipeline Manager Endorsement						
Grade	Last Name	Office	Phone	Signature		Date
NOTE: NOT A VALIDATED NUMBER -- THIS IS ONLY AN ESTIMATE. INSTRUCTORS WILL BE OFFICIALLY PRICED FROM TPS CLASS SCHEDULES DURING HQ AETC/A1MRT'S ANNUAL PRICING.						
HQ AETC/A3PZ COMMENTS						
HQ AETC/A1MRT COMMENTS						

Table A24.1. Instructions for Completing an Estimated AIRW

A24.1. BLOCK TITLE	INSTRUCTIONS
<i>Course Name</i>	Enter the AETC-approved course title as indicated in the Training Planning System (TPS). Example: "Security Forces Apprentice Course"
Course Number	Enter the AETC-approved course number as indicated in TPS. Example: "L3ABR3P031 0S1B"
AFSC	Enter the Air Force Specialty Code (AFSC) as found in the Enlisted Initial Skills (EIS) Program Guidance Letter (PGL) numbers. Example: Security Forces Apprentice would be entered as "3P031."
AFSC Title	Enter the AFSC Title.
Tng Days	Enter the total number of training days in the course number identified.
Total Number of Courses in Pipeline	Enter the total number of courses in the AFSC pipeline.
Which Course in Pipeline (Sequence)?	Select the number that course represents in the pipeline sequence. Example: Combat Control Apprentice is the sixth course in the pipeline; therefore 6 would be selected.
ADAF NPS	Based on the EIS PGL document, enter the Nonprior Service (NPS) requirement. If the course is not the skill-awarding course, enter the number of NPS entries required from the follow-on course.
Programmed Elimination Rate	Enter the approved programmed course NPS elimination rate from the Programmed Tech Training (PTT) document as a decimal number. Example: NPS elimination rate of two percent would be entered as ".02" and elimination rate of zero percent would be entered as ".00".
Total NPS Entries	The worksheet will automatically calculate this number.
ADAF RET	Based on the EIS PGL document, enter the Retrainee (RET) requirement.

A24.1. BLOCK TITLE	INSTRUCTIONS
ADAF PS	Based on the EIS PGL document, enter the Prior Service (PS) requirement.
Total ADAF Entries	The worksheet will automatically calculate this number.
Other STR	Based on the EIS PGL document, enter the sum of all Other Student Training Requirements (i.e. ANG, AFRC, USA, AGD, ARES, Navy, MC, OTH, MX20/Internationals). STR includes all other categories of training users except for Active Duty AF (NPS, PS, RET).
Total Tech Entries	The worksheet will automatically calculate this number.
ITRO Course?	Select Yes or No.
Army Entries	Based on the EIS PGL document, enter the Army entries.
Navy Entries	Based on the EIS PGL document, enter the Navy entries.
Marine Entries	Based on the EIS PGL document, enter the Marine entries.
Coast Guard Entries	Based on the EIS PGL document, enter the Coast Guard entries.
International Entries	Based on the EIS PGL document, enter the International (AFSAT-MX20) entries.
TRG Representative Endorsement	The TRG Representative will indorse the worksheet upon review of the data and resulting calculations. Then, the TRG Representative will provide the worksheet to the appropriate TPM to be hand carried to AETC/A1MRT.
Estimated Number of Instructors Required	AETC/A1MRT calculates estimated number of instructors authorized for this course based on EIS PGL document numbers.
Less Number of Civilian Instructors Currently Authorized	AETC/A1MRT determines number of civilian instructors currently authorized for course.
Less Number of Military Instructors Currently Authorized	AETC/A1MRT determines number of military instructors currently authorized for course.

A24.1. BLOCK TITLE	INSTRUCTIONS
Additional Number of Military Instructors Required	<p>AETC/A1MRT calculates estimated number of military instructors required.</p> <p>Example:</p> <p>Estimated number of instructors required</p> <ul style="list-style-type: none"> - Number of civilian instructors currently authorized - Number of military instructors currently authorized <hr/> <p>= Additional number of military instructors required.</p>
Number of Additional Instructors by Rank	<p>Based on the estimated number of additional military instructors required, AETC/A1MRT determines the number by rank.</p>
HQ AETC/A1MRT Endorsement	<p>AETC/A1MRT will endorse/sign and date the worksheet upon completion of calculations.</p>
AETC/A3T TPM Endorsement	<p>The training pipeline manager (TPM) will endorse the worksheet upon review of the data and resulting calculations. Then, the TPM will hand carry the worksheet to AETC/A3PZ.</p>

Attachment 25

ADDITIONAL INSTRUCTORS REQUIREMENTS WORKSHEET (AIRW) WITH INSTRUCTIONS FOR OIS

Figure A25.1. Sample AIRW for OIS

	A	B	C	D	E	F	G	H	I
1	FY11 ESTIMATED ADDITIONAL INSTRUCTOR REQUIREMENTS WORKSHEET - OFFICER INITIAL SKILLS								
2	Course Name					Course Number			
3									
4	AFSC		AFSC Title					Tng Days	
5									
6	Total Number of Courses in Pipe				Which Course in Pipeline (Sequence)? 1, 2, 3, 4, 5, 6, 7, 8, 9, 10				
7	Accessions		Programmed Elim Rate		Total NPS Entries				
8			0%		0				
9	Crossflows				Total ADAF Entries				
10			0		0				
11	Other STR				Total Tech Entries				
12					0				
13	ITRO Course?				Army Entries	Navy Entries	Marine Entries	Coast Guard	Interstate Entries
14	Yes / No								
15									
16	TRG Representative Endorsement								
17	Grade	Last Name	Office	Phone	Signature				Date
18									
19									
20	HQ AETC / A1MRT								
21	Estimated Number of Instructors Required:								
22	Less Number of CIVILIAN INSTRUCTORS Currently Authorized:								-
23	Less Number of MILITARY INSTRUCTORS Currently Authorized:								-
24	Estimated Additional Number of Military Instructors Required:								0
25	Number of Additional Instructors by Rank:			SrA	SSgt	TSgt	MSgt	Officer	
26									
27									
28	HQ AETC / A1MRT Endorsement								
29	Grade	Last Name	Office	Phone	Signature				Date
30									
31									
32	HQ AETC / A3T Training Pipeline Manager Endorsement								
33	Grade	Last Name	Office	Phone	Signature				Date
34									
35	NOTE: NOT A VALIDATED NUMBER -- THIS IS ONLY AN ESTIMATE. INSTRUCTORS WILL BE OFFICIALLY PRICED FROM TPS CLASS								
36	SCHEDULES DURING HQ AETC/A1MRT'S ANNUAL PRICING.								
37	HQ AETC/A3PZ COMMENTS								
38									
39									
40									
41	HQ AETC/A1MRT COMMENTS								
42									
43									

Table A25.1. Instructions for Estimated AIRW (OIS)

A25.1. BLOCK TITLE	INSTRUCTIONS
Course Name	Enter the AETC-approved course title as indicated in the Training Planning System (TPS). Example: "Airfield Operations Officer"
Course Number	Enter the AETC-approved course number as indicated in the Training Planning System (TPS). Example: "E3OBR13M1 00MC"
AFSC	Enter the Air Force Specialty Code (AFSC) as found in the Officer Initial Skills (OIS) Program Guidance Letter (PGL) or Program Requirements Document (PRD). Example: Airfield Operations would be entered on the Constraint Worksheet as "13M1."
AFSC Title	Enter the AFSC Title.
Tng Days	Enter the total number of training days in the course number identified.
Total Number of Courses in Pipeline	Enter the total number of courses in the AFSC pipeline.
Which Course in Pipeline (Sequence)?	Select the number the course represents in the pipeline sequence.
ACCESSIONS	Based on the OIS PGL or PRD, enter the Active Duty Air Force (ADAF) Total Accessions (AM10) to be trained for the fiscal year via Initial Skills Training (IST). Represents commissioned officers from ROTC, OTS, or USAFA attending IST; which is the sum of AM10 Carryovers + OPEX + New AM10s from the PGL or PRD.
Programmed Elimination Rate	Unlike Enlisted Initial Skills, we do not currently use programmed elimination rates for OIS. Example: An elimination rate of zero percent would be entered as ".00".
Total NPS Entries	The worksheet will automatically calculate this number. For OIS, grads and entries are equal, because we currently do not utilize programmed elimination rates.
CROSSFLOWS	Based on the OIS PGL or PRD, enter Active Duty Air Force Crossflow (AM11) training requirement (based on crossflow boards, represents officers retraining from one AFSC into another).
Total ADAF Entries	The worksheet will automatically calculate this number by adding Accessions and Crossflows.

A25.1. BLOCK TITLE	INSTRUCTIONS
Other STR	Based on the OIS PGL document, enter the sum of all Other Student Training Requirements (i.e. ANG Fly, ANG Non-Fly, AFRC, RES ART, RES IMA, CRO/STO, AFSAT, CIV, AF PAQ). STR includes all other categories of training users except for Active Duty AF (Accessions and Crossflows).
Total Tech Entries	The worksheet will automatically calculate this number.
ITRO Course?	Select Yes or No.
Army Entries	Not used. Army students do not typically attend OIS pipeline courses.
Navy Entries	Not used. Navy students do not typically attend OIS pipeline courses.
Marine Entries	Not used. Marine students do not typically attend OIS pipeline courses.
Coast Guard Entries	Not used. Coast Guard students do not typically attend OIS pipeline courses.
International Entries	Based on the OIS PGL document, enter the International (AFSAT-MX20) entries.
TRG Representative Endorsement	The TRG Representative will indorse the worksheet upon review of the data and resulting calculations. Then, the TRG Representative will provide the worksheet to the appropriate TPM to be hand carried to AETC/A1MRT.
Estimated Number of Instructors Required	AETC/A1MRT calculates estimated number of instructors authorized for this course based on OIS PGL document numbers.
Less Number of Civilian Instructors Currently Authorized	AETC/A1MRT determines number of civilian instructors currently authorized for course.
Less Number of Military Instructors Currently Authorized	AETC/A1MRT determines number of military instructors currently authorized for course.
Additional Number of Military Instructors Required	<p>AETC/A1MRT calculates estimated number of military instructors required.</p> <p>Example:</p> <ul style="list-style-type: none"> Estimated number of instructors required - Number of civilian instructors currently authorized - Number of military instructors currently authorized = Additional number of military instructors required.
Number of Additional Instructors by Rank	Based on the estimated number of additional military instructors required, AETC/A1MRT determines the number by rank.
HQ AETC/A1MRT Endorsement	AETC/A1MRT will endorse/sign and date the worksheet upon completion of calculations.

A25.1. BLOCK TITLE	INSTRUCTIONS
AETC/A3T TPM Endorsement	The training pipeline manager (TPM) will endorse the worksheet upon review of the data and resulting calculations. Then, the TPM will hand carry the worksheet to AETC/A3PZ.

Attachment 26

INSTRUCTIONS FOR COMPLETING AETC FORM 179A

Figure A26.1. Sample AETC Form 179A, Delete, Change, Add a class.

COURSE TRAINING SCHEDULE FOR ALLOCATIONS				1. TRAINING MANAGER (Name, TM Code, Telephone Number) John Doe, C6, DSN-XXXX			2. DATE 20070327				
3. WING COURSE IDENTIFICATION NO J3ABR2A734 048A		4. PDS CODE IRD		5. COURSE TITLE Survival Equipment Apprentice (MRA)			6. LENGTH (Academic days) 65				
7. A - ADD C - CHANGE D - DELETE	8. CLASS START DATE	9. CLASS GRADUATION DATE	10. REQUESTER QUOTA ID & LINE NO	11. TDY			12. NON-TDY			13. REPLACES CLASS (If applicable)	14. LOCATION (Base, Post, Station, City, Hotel, Contractor's Facility, etc.)
				OFF	AMN	CIV	OFF	AMN	CIV		
D	20070403	20070703									Sheppard AFB, TX
C	20070618									20070611	Sheppard AFB, TX
A	20070730		AJ10 AJ1J	2				5			Sheppard AFB, TX

15. **REPORTING INSTRUCTIONS:** Comply with Chapters 1 and 3, AFCAT 36-2223, as amended.
 Prerequisite _____ AETC Fund Citation Sub-Project Code _____
 Security Requirements _____

16. **SPECIAL REPORTING INSTRUCTIONS/REMARKS**
 D- Delete this class. (If within 30 days of CSD (class start date), include statement: All TRQIs have been notified.)
 C-Change class date 20070611 to 20070618.
 A- Add class date 20070730 with 5 AJ10 quotas and 2 AJ1J quotas.

17. **COURSE REMARKS**

18. **RFPP NO/COST PER CLASS STUDENT**

19. **APPROVAL SIGNATURE, GRADE AND OFFICE SYMBOL**
 John Doe, TRS/XX

AETC IMT 179A, 19940801, V2

PREVIOUS EDITION IS OBSOLETE

INSTRUCTIONS FOR COMPLETING AETC FORM 179A

***A26.1. Course Conversion.** When HQ AETC/A3T (HQ AETC/SGU for medical) certifies a new or changed course, HQ AETC/A3T notifies TRW/MO, HQ AETC/A1MRT (activates the course in TPS), the training manager, and 2 AF/TTOC-P. Once the Course Training Plan (CTP) is certified and the course has been activated in TPS, TTMS Course Design and Development, and TTMS Student Management, the TM will submit an AETC 179A to the PM to convert the course.

***A26.2. Ensure Total TPR is Maintained.** Addition of allocations scheduled in the new course and the old course together must be total of what was scheduled in the old course prior to the course conversion.

*A26.2.1. Coordinate initial skill courses with AJ10, AJ30, AJ1J, AJ3J, AJ1K, and others as applicable. If the training manager has coordinated this change with them, ensure it is documented on AETC Form 179A, block 16. Changes can be made if TPR is maintained (TPR increases/decreases can only be authorized by Air Staff via a PGL change).

*A26.2.2. Coordinate officer initial skill with AM10/AM11 TRQI Managers (AFPC officer accessions). If the training manager has already done this, make sure block 16, AETC Form 179A is annotated.

*A26.2.3. Coordinate 7-level courses through AFPC, ANG, and AFRC. If the training manager has already done this, ensure AETC Form 179A, block 16, is annotated.

*A26.2.4. Coordinate supplemental courses with all TRQIs involved IAW Chapter 2 of this instruction. Annotate coordination done by the training manager in block 16.

***Figure A26.2. Sample AETC Form 179A, Delete or Move a quota.**

COURSE TRAINING SCHEDULE FOR ALLOCATIONS				1. TRAINING MANAGER (Name, TM Code, Telephone Number) John Doe, C6, DSN-XXXX		2. DATE 20070327				
3. WING COURSE IDENTIFICATION NO J3ABR2A734 048A		4. PDS CODE IRD		5. COURSE TITLE Survival Equipment Apprentice (MRA)		6. LENGTH (Academic days) 65				
7. A - ADD C - CHANGE D - DELETE	8. CLASS START DATE	9. CLASS GRADUATION DATE	10. REQUESTER QUOTA ID & LINE NO	11. TDY			12. NON-TDY	13. REPLACES CLASS (if applicable)	14. LOCATION (Base, Post, Station, City, Hotel, Contractor's Facility, etc.)	
				OFF	AMN	CIV	OFF	AMN	CIV	
C	20070907	20071211	AJ10 (2 + 1 = 3) RR10 (1 - 1 = 0)					3 0		Sheppard AFB, TX
C	20070802		CC10 (1 + 1 = 2)					2		Sheppard AFB, TX
C	20070820		CC10 (4 - 1 = 3)					3		Sheppard AFB, TX

15. REPORTING INSTRUCTIONS: Comply with Chapters 1 and 3, AFCAT 36-2223, as amended.
AETC Fund Citation Sub-Project Code _____
Prerequisite _____ Security Requirements _____

16. SPECIAL REPORTING INSTRUCTIONS/REMARKS
C - Add one AJ10 quota and remove one RR10 quota. Class size remains the same.

C - Move a CC10 quota from 20 Aug 07 to 2 Aug 07. (If the total number of seats is over the max class size, include an approval statement such as: Overbooking by <number> is approved.)

17. COURSE REMARKS

18. RFPF NO/COST PER CLASS STUDENT

19. APPROVAL SIGNATURE, GRADE AND OFFICE SYMBOL
John Doe, TRS/XX

***A26.3. Instructions for Completing AETC Form 179A.** See Figure A26.1, A26.2 and Table A26.1.

***Table A26.1. AETC Form 179A Instructions.**

A26-Block No	Instructions
1	Training Manager: Type or print name of group TM completing the form. Include TM code and telephone number.
2	Date: Enter the date the form is prepared. (YYYYMMDD).
3	Wing Course Identification Number: Enter the course ID (e.g., L3ABR2S031 005). Use only one course ID per AETC Form 179A.
4	PDS Code: Enter PDS code of wing course identification number.
5	Course Title: Enter course title as stated in TPS or from approved AETC Form 179 as applicable.
6	Length (Academic Days): Enter the course length in academic days.
7	A-Add, C-Change, D-Delete: Indicate whether you want to add, change, or delete a class or quota. When adding or deleting a quota from an existing class, show the resulting TRQI total in the remarks block. (Block 16). Add: Use "A" when adding a new class to the schedule. (Adding a quota allocation is not adding a class.) Change: Use "C" when changing CSD/CGD. Use "C" when adding/changing/deleting allocations in an existing class. Use "C" when deleting currently scheduled quota allocations. Delete: Use "D" when deleting a currently scheduled class.
8	Class Start Date: Enter the CSD for the class/allocations being added, changed, or deleted.
9	CGD: Enter the graduation date for class needed (for example, 950224) with graduation date for the class/allocations being added, changed or deleted (e.g., 001004).
10	Requester Quota ID and Line Number: Enter TRQI of allocations being added, changed, or deleted. Do not fill in line numbers. When changing allocations, add in parentheses an equation showing the current number of all allocations for the TRQI and quota type, the change requested, and the final total. For example, if TPS has 10 AJ1J and the goal is to add 3 AJ1J, the form should indicate, "AJ1J (10 + 3 = 13)." If TPS has 5 AJ10 and the goal is to add 5 AJ10, the form should indicate "AJ10 (5 + 5 = 10)."
11	TDY – Off, Amn, Civ: For each TRQI, enter the final allocation to be stored in TPS by funded quota type. Note: TDY is defined as Air Force-funded through Mission Readiness Training Program (MRTP) or AETC/SG.
12	Non-TDY – Off, Amn, Civ: For each TRQI enter the final allocation to be stored in TPS by non-funded quota type. Note: Non-TDY is defined as funded by the PCS fund (most pipeline students), MAJCOM, or unfunded meaning no funds are expended to send the student to training.
13	Replaces class (if applicable): This block will be used when changing the CSD and/or CGD to another, or when changing the class location to another. For example, use block 13 if original CSD was 02 Oct, and you need to change the CSD to 02 Nov, thus enter the old CSD of 02 Oct in block 13, and enter new CSD of 02 Nov in block 8, and appropriate grad date in block 9. Also use block 13 if original class starts at one base, but if changing location, enter the new location in block 14.
14	Location (base, post, station, city, hotel, contractor's facility, etc.): This block is normally not used. EXEPTIONS: Use to document a changed training location, or in cases of MTT or FTD courses, always specify location. A MTT or FTD class may have several locations with the same CSD.

A26-Block No	Instructions
15	Reporting Instructions: Self-explanatory.
16	Special Reporting Instructions/Remarks: Enter special reporting instructions (limited to 470 characters), if any, such as special security requirements for access to a facility or course material, prerequisite, or follow-on training courses. For Type 1 training, include detailed location (building and room), availability or nonavailability of government facilities, recommendation for rental car when required (one car for every five students), etc. Annotate any coordination completed by the training manager. If form is initiated within 30 days of CSD, the training manager must notify all TRQIs involved. Record the notification in this block.
17	Course Remarks: This block is normally not used. However, if used, limit course remarks to 300 characters. (For information only—does not flow to users.)
18	RFPP No/Cost Per Class Student: This block is normally not used. EXCEPTION: For a Type 1 course, enter the request for purchase package number, cost per class, and cost per student. When AETC provides tuition or training fee for a Type 5 course, enter the cost in this block.
19	Approval Signature, Grade, and Office Symbol: Approval by HQ AETC or wing (signature and office symbol). Individuals with an assigned TM code may approve AETC Form 179A. If form is to be faxed, sign block 19. If form is to be e-mailed, type appropriate information in Block 19 in lieu of signature. Forward a copy of the form to the registrars.

Attachment 27*SISTER SERVICE COURSE STUDENT ENROLLMENT INFORMATION*****Table A27.1. Sister Service Course Student Enrollment Information**

Sister Service Course Student Enrollment Information	
It is the responsibility of the sending MAJCOM TRQI Manager to ensure that the necessary prerequisites are met; arriving students who do not meet such prerequisites will not be allowed to participate in the course and will be returned to their home station.	
AETC Course Number	
AETC Course Title	
Sister Service Course Number	
Sister Service Course Title	
Class Start Date	
Name	
Rank/Grade	
SSAN	
Gender	
TRQI	
Student Mailing Address	
(include street/city/state/zip code)	
Duty Title	
Security Clearance	
Series/Grade (if civilian)	
Student E-mail Address	
The information herein is For Official Use Only (FOUO) which must be protected under the Privacy Act of 1974, as amended. Unauthorized disclosure or misuse of this PERSONAL INFORMATION may result in criminal and/or civil penalties. As of 20110914	